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ABSTRACT

Six curriculum modules for Casa Sanchez, a San Francisco Mexican restaurant and food product manufacturer, are presented. Casa Sanchez was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited English proficient (LEP) workers. The modules are as follows: (1) Basics of Customer Service; (2) Solving Problems on the Job; (3) What's a Good Worker?; (4) Greater Relations, Greater Productivity; (5) Overcoming Obstacles at Work; and (6) Program Review. Modules 1 through 5 each contain a brief teaching quide divided into units as well as a listening script and answer key; Module 6 provides selections from Modules 1 through 5. (Contains 10 references.) (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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ED355839

Casa Sanchez

Module 1

Basics of Customer Service

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Project EXCEL

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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Casa Sanchez, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient workers. Our goal is to assist them in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC focuses Project EXCEL on limited English-proficient (LEP) workers because they comprise the vast majority of the workforce at Casa Sanchez, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of S.F.'s economy, and the local labor force is increasingly low-skilled and limited English proficient, while industry is demanding a more literate and skilled workforce.

CASA SANCHEZ, INC.

Casa Sanchez, Inc. is a family-owned manufacturer and wholesaler of tortillas, tortilla chips, salsa, and other Mexican food items. Started in 1924 by the grandfather of the current owner, Casa Sanchez is well known for its authentic, high quality products in the San Francisco Bay Area.

Casa Sanchez operates a taqueria in the Mission district in heart of the City's Latino American community, and distributes its products to restaurants, grocery stores and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled workforce. Workplace literacy training at Casa Sanchez translates into enhancing employees' ability to communicate effectively with managers and receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

CURRICULUM DESIGNED FOR CASA SANCHEZ, INC.

The Curriculum for Casa Sanchez, Inc. is designed by a team of educators from CRDC. The team met with the management, supervisors and workers to assess the needs at the workplace. The team also conducted observation and participatory work to identify specific job and communication skills needed on the job.

Project EXCEL staff worked closely with management and workers at Casa Sanchez, and received consistent feedback before the curriculum was finalized.

The goals and objectives of each module are explained in the front section of each module.

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TEACHING GUIDE

This module is specifically designed for limited English proficient adults who need to learn basic skills and language in order to function effectively at Casa Sanchez. The English proficiency level of the workers in this class ranges from ESL level 100 to level 200 (High Beginning to Low Intermediate). All of the students are of Hispanic origin with Spanish as their native language and have limited education in their native countries. Most of the workers have taken a semester or two of Adult Basic Education at a local community college center, so they all have some prior exposure to a classroom setting, some basic phonics instruction and some knowledge of simple grammar terminology. The class meets twice a week for an hour and a half per day after work.

This text is a beginning, competency-based text that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed for the American workplace.

There is a wide variety of activities within each unit to reinforce language use. Each unit affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which one or two activities may be completed within a one and a half hour class period. Teachers may choose to expand, rearrange, or omit a particular activity when appropriate.

Below is a listing of some features and activities that are included in the student workbook.

Visuals

Visuals are a vital part of each unit. Pictures add realism and relevance to the learner and enable students (especially beginning students) to attach immediate meaning to a situation. Flashcards, pictures, and hand drawings are important realia for beginning classes. They can be used to set the scene and introduce key vocabulary at the beginning of a lesson.

Tape

All dialogues and listening activities are pre-recorded on tape. The tape gives students opportunites to hear different voices and speaking styles. It also allows consistent repetitious listening usually needed in a beginning class.

Getting Ready

Getting Ready exercises allow the teacher to introduce and set the scene of a particular unit. Key vocabulary, discussion questions and problem posing are components of a Getting Ready exercise. They are an aide to focus the students to a particular teaching unit.

Dialogues

Dialogues introduce the language in context and the competency. It is the core from which other activities and expansions in the unit emerge. The dialogues are intentionally short, no more than four to five lines, to ensure easy listening and repetition. The following steps are recommended in the presentation of a dialogue:

1. Setting the Scene

Use visuals in the text to generate an impression of what the dialogue might be about and what language might be used. Teach core vocabulary and expressions so that students are prepared to comprehend the dialogue.

2. Listening to the Dialogue

Once the scene is set, the class listens to the dialogue on tape. The dialogue may be played several times for discussion of meaning and oral practice. The teacher can play the tape and stop at the end of a phrase or sentence for students to repeat after it. This way the teacher can check their listening and give them opportunities for oral practice.

3. Repetition of the Dialogue

Once the students demonstrate an understanding of the dialogue, the teacher can model the dialogue for further repetition. First, the teacher repeats all the lines of the dialogue and the students repeat after her. Then the teacher takes one role (A) and the students (B). The roles are reversed for another practice of the dialogue. Next, the teacher divides the class in half. One half assumes one role, the other half, the other role. Finally, pairs of students practice the dialogue while the teacher circulates to listen for problem areas, offering assistance as needed.

4. Drills

As the teacher is practicing the dialogue, it may become obvious that additional drilling of particular phrases needs to be introduced before the dialogue as a whole can be practiced. Aside from the repetition drill mentioned above, a teacher may need to introduce other mechanical drills such as chain, substitution, and transformation drills for further practice to make the new language natural. If students have difficulty repeating a phrase, a "backward buildup" may be used.

5. Further Practice

On subsequent days, further practice of the dialogue can be carried out in small groups or in pairs. The teacher can cut up the dialogue into strips. The students are to figure out the order of the strips and then practice the dialogue among themselves once they have the dialogue in front of them. This exercise allows for some reading practice.

Listening Activities

Listening exercises are provided to check students' comprehension of the material and language presented. Listen and circle activities are used to help guide students with their listening and make them accountable for their listening efforts. The teacher can play the tape several times. Once for the students to listen to and perform the task at hand and a second time to check or pick up information missed the first time around. The students can then switch papers to correct each other's answers. This allows for another opportunity to listen. When the class goes over the exercise together as a whole, the teacher should play the tape one more time for corrections. Because the students are at a beginning level, they usually do not mind repetitious listening. When the students are asked to correct each other's papers, it enhances their ability to self-monitor.

Matching

Matching exercises allow for an opportunity to key in on the appropriate use of the new language. Students may work alone or in pairs to match correct responses to questions. Some exercises may have more than one correct answer.

Speaking

Speaking activities usually appear at the end of a unit. They allow students to practice or try out the new language in a safe environment. The speaking that go on usually involves 2 people (Person A and Person B). Realia, pictures, hand drawings are recommended to set the scenes. The teacher must model the appropriate procedure for the exercises before the students start.

Reading and Writing Activities

Most of the reading and writing done in class is at the word or sentence level. Here are some activities suggested for reinforcing students' reading and writing skills:

1. Picture-Word Match-up

This exercise works well as a paired activity. Person A has a set of pictures and person B has a set of matching words. The two students work together to make appropriate matches. The students then read the words for pronunciation practice. Larger word cards can be made to accompany flashcards. The teacher can work the class as a whole instead of in pairs to match flashcards with words.

2. Dictations

Dictations reinforce with writing the content which has been previously practiced orally. They help students correlate written English with spoken English. The teacher selects key words or key phrases and reads them at normal speed to the students. The students write the words perceived by them on a piece of paper. If they do not catch all the words, they should be allowed to ask for repetition as often as necessary. Students are then paired or grouped to compare and correct each other's sentences. The teacher circulates around the room for assistence. Several students are then called to put their answers on the board. By the time the words or sentences are written on the board, they are usually 90% correct. The teacher then goes over the remaining problem areas.

3. Scrambled Sentences

Scrambled sentences work very well for beginning students. They make for a good small group activity. Sentences are enlarged and cut into individual word or phrases and are placed in envelopes to be passed out to each student group. Students work together to put the sentence or sentences together. When they believe they have the words appropriately placed in order, they are asked to write the sentences on the board. An extension of this exercise would be for the students to create an appropriate dialogue with the sentences or phrases that they have on hand. Scrambled sentence exercises in the unit allow for more reinforcement of key phrases previously learned.

Acknowledgement of contribution to Module 1 course material:

Kathleen Kelley Beal; Entry to English Literacy-Book 1 and 2; Steck-Vaughn Company.

Autumn Keltner and Gretchen Bitterlin; English for Adult Competency 1; Prentice Hall, Inc.

Lee Mosteller and Bobbi Paul; Survival English; Prentice Hall, Inc.

Catherine Robinson and Jenise Rowekamp; Speaking Up At Work; Oxford American Press.

Heide Spruck Wrigley; English For The Workplace: May I Help You?; Addison Wesley Publishing Company.

Objectives of Module 1

Module 1 is designed to help Casa Sanchez employees develop communication skills and strategies to perform productively and responsibly on the job. The emphasis in this module is on providing good customer service when Casa Sanchez drivers meet with storekeepers at different sales locations. The drivers will develop skills in handling customer complaints/requests as well as making polite requests themselves.

Students will be able to:

1. name the products they deliver in English.
2. identify and describe problems associated with the products they sell.
3. recognize and comprehend common storekeepers' complaints.
4. respond appropriately to store keepers' complaints.
5. handle store keepers' requests appropriately.
6. make polite requests.
7. recognize and understand the concept of "mark-ups" in pricing products.

UNIT 1: TAKING STOREKEEPERS' COMPLAINTS

GETTING READY

What's this?

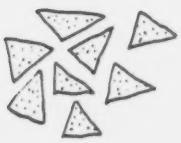
1.

salsa

2.

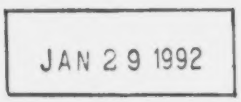
tortillas

3.



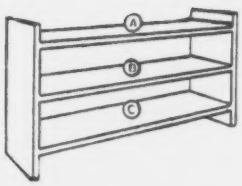
chips

4.



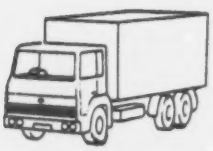
date

5.



shelf space

6.



truck

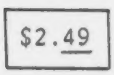
7.

bag

8.

containers, covers/lids

9.



price

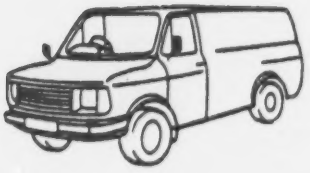
SPEAKING

Say and write the names of the following objects.

1.

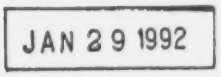
_____

2.



_____

3.



_____

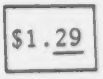
4.

_____

5.

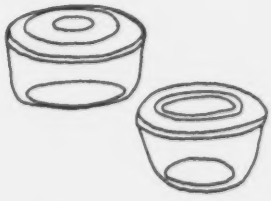
_____

6.



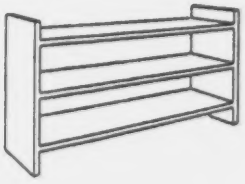
_____

7.



_____

8.



_____

9.

_____

Bonus! 10.

_____

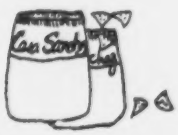
READING

Listen and repeat the following expressions for describing problems on the job.

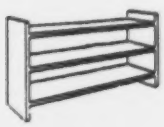
What's the matter?

a. The chips are **stale.**

b. The chips are **crushed.**

c. The bags are **open.** 

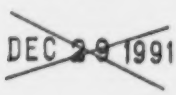
d. The price is **wrong.**

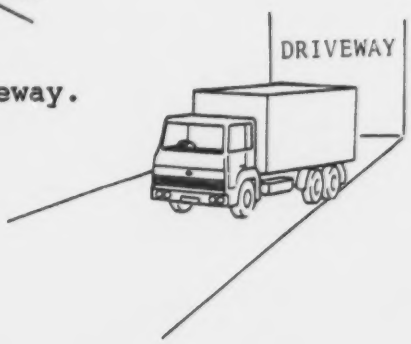
e. The shelf is **empty.** 

f. The containers are **not sealed well.**

g. The covers are **not tight.**

h. The salsa is **not fresh.**

i. The date **has expired.** 

j. Your truck **is blocking** the driveway. 

LISTENING

Listen and circle the sentences you hear.

1. a) The chips are stale.
   b) The chips are crushed.
   c) The chips are not fresh.

2. a) The bags are open.
   b) The bags are not sealed well.
   c) The bags are empty.

3. a) The date is wrong.
   b) The date has expired.
   c) The date is old.

4. a) The salsa is not fresh.
   b) The salsa is old.
   c) The salsa is bad.

5. a) The price is wrong.
   b) The price is too low.
   c) The price is too high.

6. a) The containers are open.
   b) The containers are not sealed well.
   c) The containers are sealed well.

SCRAMBLED SENTENCES

Words in the sentences below are out of order. Put them in the correct order.

1. date the expired has .
   The date has expired.
2. stale the are chips .

3. sealed bags are the well not .

4. blocking truck the driveway is your .

5. salsa fresh the not is .

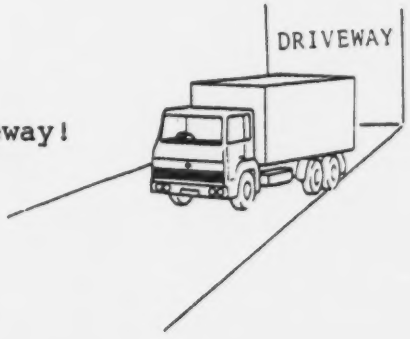
UNIT 2: RESPONDING TO STOREKEEPERS' COMPLAINTS

Useful Expressions:

I'm sorry.	I'll take care of it.
It won't happen again.	I'll look into it.
	I'll move it.
now	
right now	I'll take them back.
right away	I'll redo them.

DIALOGUES

Dialoque 1: I'll move it right now.



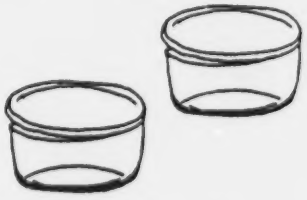
A: Miguel, your truck is blocking the driveway!
B: **I'll move it right now.**
A: Hurry!
B: I'm sorry. It won't happen again.

Dialoque 2: I'll take them back.

A: Luis, these chips are stale!
B: No problem. **I'll take them back.**
A: Thanks.

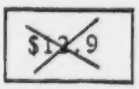
Dialoque 3: I'll take care of it right away.

A: Salomon, these containers are not sealed well. They are leaking!
B: O.K. **I'll take care of it right away.**
A: Could you clean up the mess too?
B: Sure.



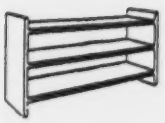
Dialoque 4. I'll redo them.

A: Miguel, the price is wrong on these bags. They are too high.
B: No problem. **I'll redo them.**
A: Alright.



Dialoque 5. I'll look into it.

A: Salomon, the date has expired on the salsa.
B: Alright. **I'll look into it.**
A: Good.
A: And your shelf is empty!
B: Oh, **I'll take care of it right away.**



MATCHING

Match the customer complaints with appropriate responses:

Customer complaints:

_____ 1. The chips are stale.
_____ 2. The bags are open.
_____ 3. The chips are crushed.
_____ 4. Your truck is blocking the driveway.
_____ 5. The price is wrong.
_____ 6. Your shelf is empty.
_____ 7. The containers are not sealed well.
_____ 8. The salsa is not fresh.
_____ 9. The covers are not tight.
_____ 10. The date has expired.

Appropriate responses:

a. I'm sorry, I'll move it right now. It won't happen again.
b. No problem. I'll redo them.
c. O.K. I'll take care of it.
d. No problem. I'll take them back.
e. Alright. I'll look into it.

LISTENING

Listen and circle the best response.

1. a) I'll redo it.
   b) I'll look into it right away.
   c) I'll move it right now.

2. a) I'll take care of it right now.
   b) Don't worry about it!
   c) So what!

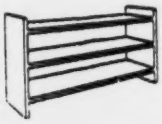
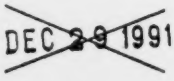
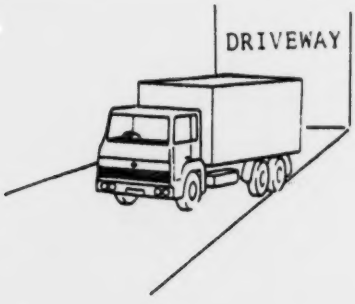
3. a) That's impossible! You're wrong!
   b) I'll move it right now.
   c) I'll look into it right away.

4. a) I don't know.
   b) No problem. I'll take them back.
   c) I'll redo them right away.

5. a) I'll redo them right now.
   b) You're crazy!
   c) I'll look into it right away.

SPEAKING

Work with a partner. Person A looks at a picture and makes a complaint. Person B gives an appropriate response. When you finish, switch roles and practice again.

	PERSON A	**PERSON B**
1.		I'm sorry. I'll...
2.		No problem. I'll...
3.		Alright. I'll...
4.		O.K. I'll...
5.		Don't worry. I'll...
6.		Alright. I'll...
7.		O.K. I'll...

UNIT 3: HANDLING STOREKEEPERS' REQUESTS

Useful Expressions:	
Could you.....?	Sure / Alright / OK
Would you.....?	I'll try / I'll see what I can do
	Sorry. I'm afraid I can't... (Explanation)

GETTING READY

Have your customers (Safeway managers, Cala receiving clerks, store keepers, etc.) ever asked you to do something for them? Below are some requests that you might hear. Check all the ones that you have heard:

_____ 1. Would you give me a hand here?

_____ 2. Could you take these chips back? They're stale.

_____ 3. Could you come earlier next week?

_____ 4. Would you come more often?

_____ 5. Could you come on Sunday?

_____ 6. Would you bring different kinds of salsa next time?

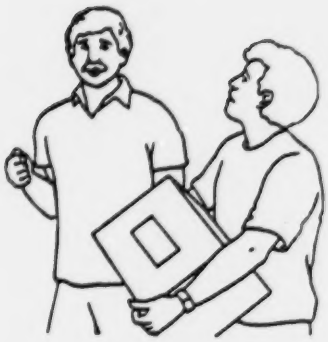
Are there other requests you've heard? If yes, ask your teacher to help you write them down.

_____

_____

_____

DIALOGUES



Dialoque 1. Could you give me a hand?

A: Miguel, **could you give me a hand?**
B: **Sure.** What can I do for you?
A: Hold the door for me.
B: **Alright.**
A: Thanks.
B: You're welcome.

Dialoque 2. Could you take them back?

A: Luis, these chips are crushed. **Could you take them back?**
B: **Alright.** I'll credit them later.
A: Thanks.
B: No problem.

Dialoque 3. Would you come earlier?

A: Salomon, **would you come earlier next week?**
B: How much earlier?
A: Before 10:30. I want to close the store earlier next week.
B: OK. **I'll try my best.**

Dialoque 4. Could you come more often?

A: Jose, **could you come more often?**
B: Like how often?
A: Like 3 times a week--Monday, Wednesday, and Friday.
B: OK...**I'll see what I can do. I'll try my best.**

Dialoque 5. Would you come on Sunday?

A: Miguel, **would you come on Sunday?**
B: **I'm afraid I can't.** I don't work on Sundays.
A: Oh, I see.

SCRAMBLED SENTENCES

Words in the sentences below are out of order. Put them in the correct order.

1. you give a could me hand ?
   Could you give me a hand ?
2. see what I do can I'll .
3. you would earlier week next come ?
4. try best I'll my .
5. afraid sorry . I'm can't I'm I .
6. can for do I you what ?

MATCHING

Match the responses to the questions.

Questions	Responses
e 1. Could you take the chips back?	a. Sure. What can I do for you?
___ 2. What can I do for you?	b. Sorry. I'm afraid I can't. I don't work on Sundays.
___ 3. Could you come on Sunday?	c. How much earlier?
___ 4. Would you give me a hand?	d. Please hold the door for me.
___ 5. Would you come earlier tomorrow?	e. OK. I'll credit you later.

PUT IT IN ORDER

Put the following responses in order.

Ok.	I'll see what I can do.	Alright.
✓ sure.	I'll try my best.	✓ I'm afraid I can't.

Sure.

_____

_____

_____

_____

Sorry. I'm afraid I can't.

SPEAKING

Work with a partner. Practice asking each other the following set of questions. Possible answers are provided above.

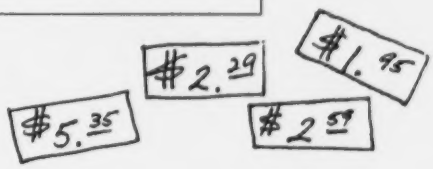
PERSON A	**PERSON B**
1. Could you give me a hand here?	.....
2. Could you come earlier?	.....
3. These chips are stale. Could you take them back?	.....
4. Could you come more often?	.....

PERSON B	**PERSON A**
1. Could you come more often?	.....
2. Could you come on Sunday?	.....
3. Could you bring different kinds of salsa?	.....
4. Could you help me?	.....

UNIT 4: HANDLING DIFFICULT REQUESTS

Vocabulary:	wholesale	mark-up	retail
	lower	raise	check

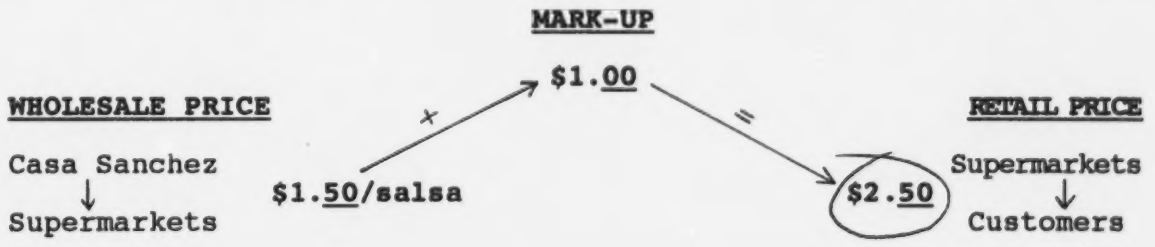
GETTING READY



Write down the prices.

1. How much is a container of mild salsa at Safeway? _____
2. How much is a container of hot salsa at Lucky's? _____
3. How much is a bag of chips at the restaurant? _____

Wholesale price, retail price and mark-up:



Fill in the missing numbers.

1. A Bag of Chips

Wholesale	$1.00
Mark-up +	☐
Retail	$1.49

2. Mild Salsa

Wholesale	$ ☐
Mark-up +	1.59
Retail	$2.49

3. A Bag of Tortillas

Wholesale	$0.49
Mark-up +	.40
Retail	$ ☐

Answer the following questions.

1. Do storekeepers sometimes make special requests that are difficult for you to answer? How do you handle those requests? What do you say? Check the ones you've heard below.

   _____ Could you lower the wholesale price of the chips?
   _____ Could we move your rack to the corner?
   _____ Could we pay you next month and not today?

2. Can you think of other examples? What do you usually say or do?

   _____

   _____

SPEAKING

Here are some useful expressions for difficult requests. Listen and repeat after your teacher.

Useful Expressions:

I don't know.
I'm not sure.
You'll need to ... / Let me
- ask my manager.
- talk to my manager.
- check with my manager.

LISTENING

Listen to the dialogues and circle the answer you hear.

1. a) I don't know.
   b) I'm not sure.
   c) Let me see.

2. a) Let me talk to my manager.
   b) Let me ask my manager.
   c) Let me check with my manager.

3. a) You'll need to talk to my manager.
   b) You'll need to ask my manager.
   c) You'll need to check with my manager.

READING

Read and circle the most appropriate response.

1. Request: **Luis, could you keep the door open?**
Your response should be:

a) I don't know. Let me ask my manager.
b) Ummm...I'll see what I can do.
c) Sure.

2. Request: **This salsa is bad. Could you credit it?**
Your response should be:

a) Sorry. I'm afraid I can't.
b) No problem. I'll take it back and credit it.
c) I'm not sure. Let me check with my manager.

3. Request: **Jesús, could you come earlier?**
Your response should be:

a) Uhhh... I'll need to talk to my manager.
b) Alright. How much earlier?
c) Sorry. I'm afraid I can't. I need to sleep.

4. Request: **Could we raise the price of the salsa?**
Your response should be:

a) No, you can't.
b) Sure. No problem.
c) I don't know. You'll need to talk to my manager.

5. Request: **Salomon, could you come on Sunday?**
Your response should be:

a. Sorry. I'm afraid I can't. I don't work on Sundays.
b. OK. I'll try.
c. I'm not sure. Let me check with my manager.

WRITING

Work with a partner. Read the following customer requests and write an appropriate response. Then practice the dialogues with your partner.

1. A: Could you give me a hand here?
   B: Sure. What can I do for you? or
   Sure. How can I help you?

2. A: These chips are stale. Could you take them back?
   B:

3. A: The customers said the salsa is too expensive. Could we lower the price?
   B:

4. A: Could you come on Sunday?
   B:

5. A: Could we pay you next week and not today?
   B:

6. A: Could you bring different kinds of salsa?
   B:

UNIT 5: MAKING POLITE REQUESTS

Useful Expressions:

Could you...?	top shelf
Would you...?	middle shelf
Could I...?	bottom shelf
May I...?	half a shelf

GETTING READY

Sometimes you may want to ask people to do something for you. "Could you...?" or "Would you...?" is a polite way to make a request. For example:

Could you sign the invoice?
Would you help me?

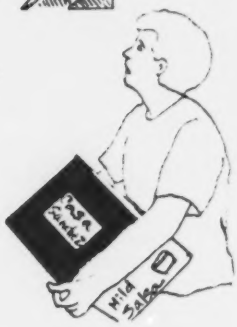
"Could I...?" or "May I...?" is a polite way to ask for permission to do something. For example:

Could I use the phone?
May I leave the salsa here?

DIALOGUES

Dialoque 1. Could I use the phone?

A: Excuse me, **could I use the phone?**
B: Sure. Go ahead.
A: Thanks.
B: You're welcome.



Dialoque 2. Could you please sign the invoice?

A: **Could I leave the salsa and chips here?**
B: OK.
A: Thanks.
(later)
A: Excuse me, **could you sign the invoice, please?**
B: Sure. Where do I sign?
A: Right here. And this is the credit for the salsa and chips.
B: O.K.

Dialoque 3. May I borrow a pricing gun?

A: Excuse me, **may I borrow a pricing gun?** I forgot mine.
B: Sure. Here you go.
A: Thanks.
B: Make sure you bring it back!

READING

Read the following answers and guess the questions.

Dialoque 1

A: Could I borrow a pricing gun?

B: Sure. Make sure you bring it back here.

Dialoque 2

A: May I _____?

B: Sure. Put them right here.

Dialoque 3

A: Would you _____?

B: Sure. What do you want me to do?

Dialoque 4

A: Could you _____?

B: Sure. Where do I sign?

Dialoque 5

A: May I _____?

B: Are you calling long distance?

A: No. I just want to call my manager about something.

MORE REQUESTS

GETTING READY

Listen to the following 2 dialogues and answer the questions.

Dialogue 1

Jaime: Excuse me, Sir. May I speak with you for a moment?
Storekeeper: Yeah... What do you want?
Jaime: Mission Bell took my space. What should I do?
Storekeeper: I don't know. That's your problem!

Dialogue 2

Miguel: Excuse me, George. I need to speak with you.
George: Yeah...What's up?
Miguel: Mission Bell took our space. Could you tell them not to take our space?
George: Well, I'll see what I can do.
Miguel: Also, our chips are selling well here. Could you give us more space?
George: I don't have any more shelf space for you.
Miguel: Well, could we have half a shelf?
George: Alright. Move the Fritos Corn Chips to the bottom shelf. You can have half of the middle shelf for your chips.
Miguel: Great! Thanks a million, George.

DISCUSSION QUESTIONS

1. Who is more assertive, Jaime or Miguel? Why?

2. What are the suggestions that Miguel made? Are they good? Why?

3. If you were Bob Sanchez, whom would you hire as a driver? Why?

Sometimes you'll need to make some difficult requests. Listen to the following examples and repeat after your teacher.

Could you give us more space?

Would you tell Mission Bell not to take our space?

Could I move the chips to the top shelf?

May I put the salsa on the middle shelf?

DIALOGUES

Dialogue 1. Could you give us more space?

A: Mr. Lee, we need more space for the chips.
Could you give us more space?
B: Well, move the popcorn to the bottom and put your chips there.
A: Great! Thank you very much.

Dialogue 2. Would you tell them not to take our space?

A: Ms. Garcia, Mission Bell took our space.
Would you tell them not to take our space?
B: Well, I'll see what I can do.
A: Could I move their chips to the bottom shelf for now?
B: Alright.

Dialogue 3. Could I move our chips to the top shelf?

A: Mark, **could I move our chips to the top shelf?** There is some room there.
B: Uhhh... go ahead.
A: Thanks a lot.

Dialogue 4. May I put our tortillas on the middle shelf?

A: Joe, **may I put our tortillas on the middle shelf?**
B: No, you can't. Mission Bell has the space.
A: **Could I have half the space?**
B: Hmmm... Let me think about it. I'll see what I can do.
A: Thank you. I'll talk with you next week.

LISTENING

Listen to the sentences and circle what you hear.

1. a) I need more space.
   b) I need more space, please.
   c) Could I have more space?

2. a) Could you tell them not to take our space?
   b) Could I tell them not to take our space?
   c) Could we tell them not to take our space?

3. a) Could you move our chips to the top shelf?
   b) Could I move our chips to the top shelf?
   c) I need to move our chips to the top shelf.

4. a) OK. That's a good idea.
   b) OK. I'll talk with you about it next week.
   c) OK. See you next week.

5. a) Could you give me half a shelf?
   b) Could I have half a shelf?
   C) Would you give me half a shelf?

SCRAMBLED SENTENCES

Words in the sentences below are out of order. Put them in the correct order.

1. give could space you us more ?
   Could you give us more space ?
2. what do see can I'll I .
3. them space could tell not you our to take ?
4. half I could space have the ?
5. move may top chips the to shelf the I ?
6. could salsa shelf on I put the the middle ?

SPEAKING

Work with a partner. Person A will make a request for the following things below. Person B will answer. When you're finished, switch roles and practice again.

1. more space

2. top shelf

3. middle shelf

4. half of the middle shelf

5. an appointment to talk with the general manager

CASA SANCHEZ

Module 1

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: TAKING STOREKEEPERS' COMPLAINTS

SPEAKING-Page 2

1. salsa
2. truck
3. date
4. chips
5. bag
6. price
7. containers and lids
8. shelf space
9. tortillas
10. label

LISTENING-Page 4

1. The chips are stale.
2. The bags are open.
3. The date has expired.
4. The salsa is bad.
5. The price is wrong.
6. The containers are not sealed well.

SCRAMBLED SENTENCES-Page 4

1. The date has expired.
2. The chips are stale.
3. The bags are not sealed well.
4. Your truck is blocking the driveway.
5. The salsa is not fresh.

UNIT 2: RESPONDING TO STOREKEEPERS' COMPLAINTS

MATCHING-Page 6

1. c, d
2. c, d
3. c, d
4. a, c
5. b, c, e
6. c
7. c, d
8. c, d
9. c, d
10. b, c, e

LISTENING-Page 7

1. A: Oscar! Your truck is blocking the driveway! I need to get out.

2. A: Miguel, the tortillas are not fresh! Look at them!

3. A: Alberto, the price is wrong on the salsa. It's too high.

4. A: Fernando, some of the chips are crushed. And the tortillas are bad; the date has expired on them.

5. A: Pedro, all your tortilla bags are open. What happened? You people didn't seal them right.

UNIT 3: HANDLING STOREKEEPERS' REQUESTS

SCRAMBLED SENTENCES-Page 11

1. Could you give me a hand?
2. I'll see what I can do.
3. Would you come earlier next week?
4. I'll try my best.
5. I'm sorry. I'm afraid I can't.
6. What can I do for you?

MATCHING-Page 11

1. e
2. d
3. b
4. a
5. c

PUT IT IN ORDER-Page 12

Sure.
OK.
Alright.
I'll try my best.
I'll see what I can do.
Sorry. I'm afraid I can't.

UNIT 4: HANDLING DIFFICULT REQUESTS

GETTING READY-Page 13

Fill in the missing numbers:
1. Mark-up = 0.49
2. Wholesale = $0.90
3. Retail = $0.89

LISTENING-Page 14

1. A: Miguel, what's the mark-up on a bag of Casa Sanchez tortillas? You guys must be making a lot of money selling flour and water!
   B: Uh....I'm not sure. My boss doesn't tell me these things.

2. A: Alfredo, could we pay you next week and not this week? We're a little short of cash right now.
   B: Uh...let me check with my manager.
   A: Will you? Just this time. You know how things are...

3. A: Pedro, mild salsa doesn't sell well here. I think it's the price. It's too high. Could we lower the price, put it on sale or something? It will go bad soon.
   B: Well, you'll need to talk to my manager about it.

READING-Page 15

1. c
2. b
3. b
4. c
5. a

UNIT 5: MAKING POLITE REQUESTS

READING-Page 18

1. A: Could I borrow a pricing gun?
2. A: May I leave the salsa here?
3. A: Would you give me a hand here?
4. A: Could you sign this invoice?
5. A: May I use your telephone?

LISTENING-Page 21

1. Could I have more space?
2. Could you tell them not to take our space?
3. Could I move our chips to the top shelf?
4. OK. I'll talk with you about it next week.
5. Could you give me half a shelf?

SCRAMBLED SENTENCES-Page 21

1. Could you give us more space?
2. I'll see what I can do.
3. Could you tell them not to take our space?
4. Could I have half the space?
5. May I move the chips to the top shelf?
6. Could I put the salsa on the middle shelf?

Casa Sanchez

Module 2

Solving Problems on the Job

BEST COPY AVAILABLE

Project EXCEL

Career Resources Development Center
655 Geary Street
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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Casa Sanchez, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient workers. Our goal is to assist them in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25-year-old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC focuses Project EXCEL on limited English-proficient (LEP) workers because they comprise the vast majority of the workforce at Casa Sanchez, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of S.F.'s economy, and the local labor force is increasingly low-skilled and limited English proficient, while industry is demanding a more literate and skilled workforce.

CASA SANCHEZ, INC.

Casa Sanchez, Inc. is a family-owned manufacturer and wholesaler of tortillas, tortilla chips, salsa, and other Mexican food items. Started in 1924 by the grandfather of the current owner, Casa Sanchez is well known for its authentic, high quality products in the San Francisco Bay Area.

Casa Sanchez operates a taqueria in the Mission district in heart of the City's Latino American community, and distributes its products to restaurants, grocery stores and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled workforce. Workplace literacy training at Casa Sanchez translates into enhancing employees' ability to communicate effectively with managers and receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

Curriculum Designed for Casa Sanchez, Inc.

The Curriculum for Casa Sanchez, Inc. is designed by a team of educators from CRDC. The team met with the management, supervisors and workers to assess the needs at the workplace. The team also conducted observation and participatory work to identify specific job and communication skills needed on the job.

Project EXCEL staff worked closely with management and workers at Casa Sanchez, and received consistent feedback before the curriculum was finalized.

Goals and objectives of each module are explained in the front section of each module.

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TEACHING GUIDE

A. Curriculum Design and Description

This module is specifically designed for limited English proficient (LEP) employees working at the delivery department at Casa Sanchez, Inc. The curriculum aims to assist the employees in developing the problem solving skills necessary to perform their daily job tasks including communicating with managers and receiving clerks at restaurants and supermarkets. The specific focus of this material is on the thinking and language skills which improve employees ability to handle problems on the job and to work cooperatively with supervisors and customers.

To enhance thinking skills for problem solving purposes, each unit is highly student-centered; in other words, the teacher only plays the role of a facilitator to elicit students' problems on the job, encourage solutions, and meanwhile assist students with their English. To enhance language learning, this module provides skill practice in the four language skills (reading, writing, speaking and listening) within a problem solving framework.

B. Unit Features

1. Vocabulary

The vocabulary boxes at the beginning of each unit highlight vocabulary which might be new to the language learners. These vocabulary should be discussed within the context of students' job tasks or the focus of the unit. The vocabulary words are continually reinforced throughout the module.

2. Getting Ready

The main purpose of Getting Ready is to prepare students for the topic of the unit; teachers may conduct group and class discussions bilingually if necessary. This warm up activity also affords learners the opportunity to discuss problems/issues which they have encountered on the job. Therefore, teachers should elicit as many problems/issues as possible from students, then help them verbalize and write those problems in simple English.

After ideas (problems/issues) are sorted out, teachers should first help students write them down in English on the board, then discuss them before asking students to copy in the book. Afterwards, students should practice what they have written/copied down orally for further listening comprehension.

3. Useful Expressions

Boxed useful expressions are the targeted language functions for the unit. They usually precede the listening and reading activities and as such serve as further vocabulary study.

4. Reading and Dialogues

The dialogues to be read in both Reading and Dialogues sections provide a further context for the targeted language functions. After reading and answering comprehension questions, students should be encouraged to role play the dialogues for further speaking practice.

5. Listening

The listening activities are generally conversations; the learner must understand key points and ideas in order to complete the following comprehension questions. The tape which accompany this unit should be played several times to give all learners ample opportunity to comprehend and respond appropriately. On the first listening, students should be encouraged to listen for the main ideas and isolate some vocabulary words. The instructor should then elicit vocabulary from the students and in this way try to reconstruct the dialogues. Once students have a good idea of the content, they can listen to the tape several times in order to choose the appropriate answers.

6. Speaking and Role Play

Students are guided for the speaking activities but are not for role plays which are free form oral activities. In both cases, students are required to listen carefully and respond correctly, then switch roles and practice again. Teachers should closely monitor student performance and encourage them to role play in front of class after practicing.

7. Writing Activities

Writing activities are included in most of the units to provide learners with practice in writing complete, grammatical sentences with the teacher's assistance. They also serve as pair/group activities in which learners may be allowed to discuss problems/ solutions and to prioritize them in their native language. The "problem list" on page 2 should be well kept for future reference.

OBJECTIVES OF MODULE 2

This module is designed to help LEP employees develop problem solving skills and strategies to improve job performance. The emphasis is on problem solving and communicating with customers. Students will develop skills in identifying and reporting problems to managers, pointing out possible causes of problems, making suggestions, and negotiating with customers.

The material has been designed for students at the high beginning to intermediate level (ESL 100-300 levels).

The specific objectives of this module are:

1. Identify common problems on the job and point out possible causes of the problems.
2. Recognize different degrees of importance of problems.
3. Report typical problems students have at work.
4. Make suggestions or provide input for problem solving.
5. Negotiate with store or restaurant personnel appropriately.
6. Understand the importance of providing quality customer service.

UNIT 1: PROBLEMS ON THE JOB

Vocabulary:	when	order	product
	park	arrive	traffic jam
	ready	solve	problem

GETTING READY

1. Do you have the following problems? If so, check YES.

	YES	NO
1) Sometimes the tortillas are not ready.	___	___
2) There is a traffic jam on the freeway.	___	___
3) I don't understand English.	___	___

2. Can you list three other problems you have on the job?
   For example: 1) The truck doesn't start.
   2) I have too many stops to visit.

_____

_____

_____

_____

_____

_____

Report your problems so the teacher can write them on the board. Then practice reading all the problems.

3. Copy all the problems on the board. Then discuss them with other students and mark the most important problem "1", the next most important "2", and so on.

For example:
1 I can't get up early in the morning.
3 The traffic is always bad.
2 Some tortillas are not sealed well.

4. When you have those problems, what do you usually do?
   Please write them down.
   For example: 1) If the truck doesn't start, I check the gas.
   2) When I have too many shops to visit, I go to work early.

If _____

When _____

_____

_____

_____

_____

"IF"

If the truck doesn't start, I check the gas.
I call Bob.
I ask Salomon to help me.

If + a condition, (a problem) + then what you do. (a solution)

Practice combining the two sentences--a problem and a solution--into one sentence.
For example: There is no place to park.
I come back to the store later.
-- **If there is no place to park, I come back to the store later.**

1. Supermarket managers don't understand me.
   I ask somebody to translate for me.

2. The tortillas are not ready today.
   I deliver the tortillas tomorrow.

3. The salsa is not sealed well.
   I take it back and credit the store.

4. The traffic is bad on the freeway.
   I get off the freeway.

5. It is difficult to find parking.
   I go to work early.

Make 3 sentences using "If".

_____

_____

_____

SPEAKING

Find a partner and exchange the problems you wrote on page 3, #5. What would you do if his/her problems were your problems? Discuss all the possibilities with him/her, then write them down.

For example: 1) If I have too many stores to visit,
I get to work early.
I call the stores first.
2) If my truck doesn't start,
I check the gas.
I call Bob.
I ask Salomon to help me.
I go home.

1. If _____

_____

2. If _____

_____

3. If _____

_____

_____

_____

_____

_____

UNIT 2: SOURCES OF PROBLEMS

GETTING READY

When you have a problem on the job, do you think of why it happens? Do you think it is important to understand what causes the problem?

1. Read the following problems and what causes them. If the problems have good reasons, check YES. If not, check NO.

	YES	NO
1) The products are not ready **because the order came in late.**	___	___
2) The shelf space is taken **because people from other stores made a mistake about their space.**	___	___
3) The traffic is bad **because it is rush hour.**	___	___
4) I am late for work **because I can't get up early.**	___	___

2. List 3 problems from page 2. Discuss with a partner possible reasons that cause the problems and write them down.
For example: The truck broke down **because nobody maintains it.**

_____

_____

_____

_____

_____

_____

_____

"BECAUSE"

The tortillas are not ready because the order was late.
The truck doesn't start because there's no gas.

A problem + because + a reason.

Combine the problems with good reasons.
For example: The chips don't sell well because they are on the bottom shelf.

BECAUSE

PROBLEMS	REASONS
1. The chips don't sell well.	a. I was late this morning.
2. The truck doesn't start.	b. They are by the heater.
3. I have no time to go to every store.	c. I don't speak much English.
4. A receiving clerk doesn't understand me.	d. The battery is dead.
5. The tortillas are bad.	e. They're on the bottom shelf.

Write down each sentence you combined.

1. The chips don't sell well because they are on the bottom shelf.
2. _____
3. _____
4. _____
5. _____

LISTENING

Listen to Jose's problems and their reasons. If his reasons are good, check YES. If they are bad excuses, check NO.

	YES	NO		YES	NO
1.	_____	_____	5.	_____	_____
2.	_____	_____	6.	_____	_____
3.	_____	_____	7.	_____	_____
4.	_____	_____	8.	_____	_____

Now, read Jose's problems and check your answers. Can you think of a good reason (and write it down) for those you checked "NO"?

1. Jose: I go to work at 7:30 in the morning. I am late everyday <u>because I can't get up early</u>.

2. Jose: I am angry because the ordered products are not ready. They are not ready <u>because some workers are lazy</u>.

3. Jose: The truck doesn't start because it is old. I don't want to do anything about it <u>because it is only an old truck</u>.

4. Jose: There is a traffic jam because it is rush hour. I am late <u>because the traffic is bad</u>.

5. Jose: My space in Safeway is taken <u>because the manager doesn't like me</u>.

6. Jose: My truck doesn't go because it runs out of gas. It has no gas <u>because Bob forgot to put gas in it</u>.

7. Jose: I never say hello or good-bye to the receiving clerk <u>because he doesn't like Hispanic people</u>.

8. Jose: The tortillas are damaged because the supermarket has mice. I don't want to talk with the manager <u>because I think he already knows this problem</u>.

WRITING

Review the "Problem List" on page 2 in UNIT 1 and list good reasons for those problems. Work with a partner and list more than one reason for a problem. Then write the reasons on the board and discuss them with the rest of the class.

UNIT 3: SOLVING PROBLEMS

Vocabulary:	said	always	maybe
	idea	handle	could
	care	sign	should
	crush/crushed		

GETTING READY

1. Do you always report your problems to your managers?
2. Do you expect the managers to solve the problems after you report them?
3. Sometimes do you suggest ideas to your managers? If yes, please give two examples.

DIALOGUES

Dialoque I. The Safeway in the Mission said...

Ricardo: **The Safeway in the Mission said** our chips were not fresh.
Manager: Oh, really?
Ricardo: They also said that our salsa was not sealed well.
Manager: OK. I'll call the manager.

Dialoque II. Maybe we can...

Michael: The Lucky in Berkeley said our chips are crushed.
Manager: Oh, really?
Michael: **Maybe we can** put a "HANDLE WITH CARE" sign.
Manager: Good idea.

SPEAKING

Review the above dialogues and answer the following questions.

1. What were the problems Ricardo reported?
   The Safeway in the Mission said our chips were not fresh.
2. What caused the problems?
3. Did he only report the problems only?
4. Did he make any suggestions for solving the problems?
5. What was the problem Michael reported?
6. What caused the problem?
7. Did he make any suggestions for solving the problem?
8. Which report was more helpful, Ricardo's or Michael's? Why?

SPEAKING

Find a partner and practice the conversation. Switch roles when you finish. Person A should add an idea (Maybe we can/should...).
For example:
A: Safeway in Burlingame said the chips are stale.
B: Oh, really?
A: Yes. Maybe we should check our chips every week.
B: Good idea!

A: ..... said .....
B: Oh, really?
A: Yes. Maybe we can.....
B: Good idea!

Safeway in Burlingame	the chips are stale	we can...
Bell Markets in Mission	the chip bags are open	we can...
La Mesa Restaurant	the chips don't sell well	we can...
Sam's Deli in Noe Valley	the salsa labels are wet	we can...

PROBLEM SOLVING I

With a partner discuss solutions to the problems. Then write them on the board.

1. **Del Mar Restaurant said they didn't want our chips anymore.**
2. **Safeway in Oakland said we could only have the bottom shelf.**
3. **We lost our salsa space in Pak 'n Save Market.**
4. **I don't have enough time to talk to supermarket managers about more and better space for our products.**
5. **I don't know how to introduce more products to managers.**

Discuss all the solutions now on the board. Which are the best? Write the best one for each problem.

PROBLEM SOLVING II

List 5 of your work problems (see page 2). Find a partner, talk about your problems, and work out a solution for each problem. Write both problems and solutions below.

_____

_____

_____

_____

_____

_____

_____

Report the problems and solutions to the class in this way:

A: Del Mar restaurant said they didn't want our chips anymore.
B: Oh, really?
A: Yes. Maybe we can.....(solution).....
B: Good idea!

ROLE PLAY

You will receive a card with a problem. Read it carefully and think about possible solutions. Then find a partner and role play the following situations.

PERSON A - employee	**PERSON B** - manager
Report your problem to B. →	→ Tell A you understand the problem.
Then make a suggestion to solve the problem. →	→ Listen carefully and make sure you understand it.
Answer B's questions. →	→ Ask questions you may have about the solution. (You may agree or disagree with A.)

UNIT 4: NEGOTIATING WITH CUSTOMERS

Vocabulary:	better	space	assertive	all the time
	customer	deserve	sure	would like to
	just	even	shelf/shelves	

GETTING READY

1. Do you say YES to supermarket managers or receiving clerks?
2. Do you tell your customers to call your managers?
3. What would be good to say in negotiation with supermarket managers?

DIALOGUE

Ricardo: Excuse me, Mr. Smith.
Can I talk with you for a minute?
Manager: Yes?
Ricardo: **I'm Ricardo from Casa Sanchez.**
Our chips sell very well in your store.
I would like to have a better space.
Manager: Now we have no space for you.
Ricardo: But **customers ask us "Where are your products?"**
all the time. We deserve a better space!
Manager: Well, I don't know...
Ricardo: **Maybe we can have just one more shelf. I'm sure our chips will sell even better.**
Manager: All right.
Ricardo: Thank you very much, Mr. Smith. See you later.

SPEAKING

Listen to the tape and repeat the following expressions with your teacher.

Useful Expressions:

1. **Our chips/salsa/tortillas sell very well in your store.**
2. **I would like to** have a better space.
3. **Can we** have a better space?
4. **Maybe we can** have a better space.
5. **How about** just 1 more shelf?
6. **Our chips deserve a better space.**
7. **Customers ask us "Where are your chips?" all the time.**
8. **I'm sure our chips will sell even better.**

LISTENING

Listen to the dialogues, then answer the following questions.

1. a) Did Jose say who he was?
   b) Did Jose ask for a better space for chips?
   c) What did he say?
   d) Was he assertive?
   e) Did he get a better space?

2. a) Did Luis ask for a space for chips and salsa?
   b) What did he say?
   c) Did the manager say "OK"?
   d) Are they going to talk about it next week?
   e) Was Luis assertive? Why?

3. a) Did Arturo ask for a space for chips and salsa?
   b) What did he say?
   c) Did the manager give Arturo one more shelf?
   d) Will Artuto talk with the manager again next week?
   e) Was he assertive? Why?

Which one may get a better space, Jose, Luis or Arturo?
Which one may not get a better space? Why?
Discuss with a partner and explain your reason(s) to the class.

READING

Listen to the dialogues, then practice them with a partner.

Dialoque 1

Luis: Excuse me. Could I talk with you for a minute?
Manager: Yes?
Luis: **I am Luis from Casa Sanchez. Our chips and salsa sell very well in your store. They deserve a better space.**
Manager: Everybody asks for better space.
Luis: **You're right, but customers ask us "Where are your chips and salsa?" all the time.**
Manager: I don't know. Can I talk with you next week?
Luis: Alright. Thank you very much. Bye.

Dialoque 2

Arturo: Excuse me, sir. Are you the manager?
Manager: Yes. Can I help you?
Arturo: Yes. I am Arturo from Casa Sanchez. Can I talk with you for a minute?
Manager: Yes?
Arturo: **Our Chips sell very well in your store. Maybe we can have a better space.**
Manager: I'm sorry, but we have no more space for you.
Arturo: **But customers ask us "Where are your chips?" all the time. We deserve a better space!**
Manager: I can't. I have no space.
Arturo: **How about 1 more shelf? I'm sure the chips will sell even better!**
Manager: No, I' sorry.
Arturo: **Alright. Maybe we can talk about it next week. Thank you very much. Bye.**

SPEAKING

Your teacher will be the supermarket manager. Ask him/her for a better shelf space for Casa Sanchez chips, salsa, or tortillas.

YOU

A: Excuse me. Can I talk with you for a minute?
B: ......?

A: I am _____ from _____. Our _____ sell well. I would like to have a better space.
B: ......
A: But customers ask for our products all the time!
B: ......
A: How about _____? I'm sure our _____ will sell even better.
B: ......
A: Thank you. I'll talk with you next week. Bye.

MANAGER

A: ......?
B: Yes?
A: ......?
B: Sorry. We have no space for you.
A: ......?
B: Well, I'm sorry.
A: ......?
B: I'll think about it.
A: ......

Now, find a partner and practice it again.

CASA SANCHEZ

Module 2

LISTENING SCRIPT AND ANSWER KEY

UNIT 2: SOURCES OF PROBLEMS

LISTENING -- p.7

1. Jose: I go to work at 7:30 in the morning. I am late everyday because I can't get up early.

2. Jose: I am angry because the ordered products are not ready. They are not ready because some workers are lazy.

3. Jose: The truck doesn't start because it is old. I don't want to do anything about it because it is only an old truck.

4. Jose: There is a traffic jam because it is rush hour. I am late because the traffic is bad.

5. Jose: My space in Safeway is taken because the manager doesn't like me.

6. Jose: My truck doesn't go because it runs out of gas. It has no gas because Bob forgot to put gas in it.

7. Jose: I never say hello or good-bye to the receiving clerk because he doesn't like Hispanic people.

8. Jose: The tortillas are damaged because the supermarket has mice. I don't want to talk with the manager because I think he already knows this problem.

UNIT 4: NEGOTIATING WITH CUSTOMERS

LISTENING -- p.14

1.

Jose: Excuse me, Mr. Johnson. Can I talk with you for a minute?
Manager: Yes?
Jose: I am Jose from Casa Sanchez. I would like to have a better space for our chips.
Manager: I can't. I have no better space for you.
Jose: All right. Bye.

2.

Luis: Excuse me. Can I talk with you for a minute?
Manager: Yes?
Luis: **I am Luis from Casa Sanchez. Our chips and salsa sell very well in your store. They deserve a better space.**
Manager: Everybody asks for better space.
Luis: **You're right, but customers ask for our chips and salsa all the time.**
Manager: I don't know. Can I talk with you next week?
Luis: All right. Thank you very much. Bye.

3.

Arturo: Excuse me, sir. Are you the manager?
Manager: Yes. Can I help you?
Arturo: Yes. I am Arturo from Casa Sanchez. Can I talk with you for a minute?
Manager: Yes?
Arturo: **Our Chips sell very well in your store. Maybe we can have a better space.**
Manager: I'm sorry, but we have no more space for you.
Arturo: **But customers ask where our chips are all the time. They deserve a better space!**
Manager: I can't. I have no space.
Arturo: **How about 1 more shelf? I'm sure the chips will sell even better!**
Manager: No, I' sorry.
Arturo: **All right. Maybe we can talk about it next week. Thank you very much. Bye.**

Casa Sanchez

Module 3

What's a Good Worker ?

BEST COPY AVAILABLE

Project EXCEL

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INTRODUCTION

PROJECT EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with CASA SANCHEZ, Inc.

PROJECT EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited-English-proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity, and advancing their careers.

CRDC

CRDC is a 25-year-old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minority members and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors, and office automation specialists.

CRDC focuses PROJECT EXCEL on LEP workers because they comprise the vast majority of the workforce at CASA SANCHEZ, Inc.. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of San Francisco's economy and that the local labor force is increasingly low-skilled and LEP. Concurrently, local industry demands a more literate and skilled labor force.

CASA SANCHEZ, INC.

CASA SANCHEZ, Inc., is a family-owned business and a manufacturer and wholesaler of Mexican food items. Started in 1974 by the current owner's grandfather, CASA SANCHEZ is well known for its authentic high quality products in the San Francisco Bay Area.

CASA SANCHEZ operates a **taquería** in the Mission District, in the heart of the City's Hispanic community. It distributes its products to restaurants, grocery stores, and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled labor force. Workplace literacy training at CASA SANCHEZ translates into enhancing the employees' ability to communicate effectively with managers and with receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

Curriculum Designed for Casa Sánchez

The curriculum for CASA SANCHEZ, Inc., is designed by a team of experienced educators from CRDC. The team met with the management, supervisors, and workers to assess the needs at the workplace. The EXCEL team also conducted observation and participatory work to identify the specific job and communication skills needed on the job.

The staff at PROJECT EXCEL worked closely with management and workers at CASA SANCHEZ and received consistent feedback before the curriculum was finalized.

The goals and objectives of each module are explained in the front section of each.

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TEACHING GUIDE

Unit Features

1. Vocabulary

The vocabulary boxes at the beginning of each Unit highlight vocabulary which might be new to the language learners. These vocabularies should be discussed within the context of the students' job tasks or the focus of the Unit. The vocabulary words are continually reinforced throughout the module.

2. Getting Ready

The main purpose of Getting Ready is to prepare the students for the topic of the Unit. Teachers may conduct group or class discussions, bilingually if necessary. This warm up activity also affords learners the opportunity to discuss problems and issues which they have encountered on the job. Therefore, teachers should elicit as many problems and issues as possible from students and then help them verbalize and write those problems in simple English.

After the ideas of the problems and issues are sorted out, teachers should first help students write them down in English on the board. Then, they should discuss them before asking students to copy them in the book. Afterwards, students should practice orally what they have written or copied in order to further comprehension.

3. Useful Expressions

Useful expressions found boxed throughout the text are the targeted functions for the Unit. They usually precede the listening and reading activities and as such serve to further vocabulary study.

4. Reading and Dialogues

The dialogues to be read provide an additional context for the targeted language functions. After reading and answering the comprehension questions, students should be encouraged to role play the dialogues for further speaking practice.

5. Listening

The listening activities are generally conversations and the learner must understand key points and ideas in order to complete the following comprehension questions. The tape which accompanies this Unit should be played several times to give all learners ample opportunity to comprehend and respond appropriately.

On the first listening, students should be encouraged to listen for the main ideas and isolate some vocabulary words. The instructor should then elicit vocabulary from students and in this way try to reconstruct the dialogues. Once students have a good idea of the content, they can listen to the tape several times in order to choose the appropriate answers.

Speaking and Role Play

Students are guided for the speaking activities but not for role plays, which are a free form of oral activity. In both cases, students are required to listen carefully and respond correctly, then switch roles and practice again. Teachers should monitor students closely and encourage them to role play in front of the class after practicing.

Writing Activities

Writing activities are included in most of the units to provide learners with practice in writing complete, grammatical sentences with the teacher's assistance. They also serve as pair or group activities in which learners may be allowed to discuss problems and their solutions as well as to prioritize them in their native language.

OBJECTIVES OF MODULE 3

Module 3 is designed to help Casa Sánchez employees to develop a greater knowledge of cultural aspects of workers' performance. Specific topics dealt with herein include the importance of punctuality, non-verbal communication, ethical behavior at work, and benefits to which employees are entitled in the U.S. as well as what American employers expect of their workers.

The material has been designed for students at the high beginning or low intermediate level (ESL 100-200 levels).

The specific objectives of this module are:

1. Personal introductions and small talk about home and work.
2. Use of non-verbal communication such as eye contact and gestures.
3. The cultural importance of time in the U.S.; excuses for lateness and absences; and the significance of punctuality and deadlines.
4. Attributes that make for a good worker, plus review and expansion of related adjectives.
5. Cultural differences in work ethics between the U.S. and other countries; plus reality and myth in the "Protestant Work Ethic".
6. Benefits that U.S. workers are entitled to and expectations that most American employers have of their employees.

ACKNOWLEDGEMENTS

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Basic English Skills Test. Developed by the Center for Applied Linguistics, from the Office of Refugee Resettlement, U.S. Department of Health and Human Services.

UNIT 1: GETTING ACQUAINTED

In the United States, people often talk about their jobs when they meet for the first time. This is an important way for people to get to know each other.

Robert: Hi, my name is Robert.
Alex: Nice to meet you. I'm Alex.
Robert: I'm your next door neighbor.
Alex: So, what do you do for a living, Robert?
Robert: I'm the apartment manager.
Alex: I'm a driver and deliverer.
Robert: Nice to meet you, Alex. Bye.
Alex: See you later.

Hi, Oscar. This is my brother Carlos.
He's studying at the community college.

VOCABULARY

What do you do ?

I'm a	homemaker	I work	at home
	truck driver		for Lucky's
	clerk		at the register

I babysit
drive and deliver salsa and chips.
ring up merchandise

LISTENING

Listen to the different ways to explain what you do.

I am	I am a truck driver.
I work at	I work at Casa Sanchez.
I work for	I work for Casa Sanchez.
I (verb)	I <u>drive</u> a truck.
	I am a kitchen helper.
	I work at a restaurant.
	I work for Denny's.
	I prepare ingredients for the salsa.
	I am a teacher at CRDC.
	I work at CRDC.
	I work for CRDC.
	I teach English.

Now practice with a partner. Follow the example:

A: What do you do ?

B: I _____

A: Where do you work ?

B: I _____

A: Whom do you work for ?

B: I _____

A: What do you do ?

B: I _____

SPEAKING/WRITING

Ask three people what they do. Write the answers below.

1. a classmate
   He/she is a _____
   He/she works at _____
   He/she works for _____
   He/she _____

2. a friend
   He/she is a _____
   He/she works at _____
   He/she works for _____
   He/she _____

3. a neighbor
   He/she is a _____
   He/she works at _____
   He/she works for _____
   He/she _____

READING

With a partner, ask each other the following questions:

Do you drive a bus?

Do I deliver salsa ?

Does Casa Sanchez make its own salsa ?

Does she make salsa ?

Does your company sell to restaurants ?

Do you work everyday ?

Do we speak English in class ?

Did she sign the invoice yesterday ?

Did he work last Friday ?

Did we have class last week ?

Did they eat all the chips last night ?

Did she count the money correctly last Tuesday ?

Did I spell your name right yesterday ?

Are these YES or NO questions or OPEN questions ?

What is the difference between DO and DID in a yes-or-no question?

Answer the questions and then ask a partner. Check YES or NO.

	YOU		YOUR PARTNER	
	YES	NO	YES	NO
1. Do you speak English ?	_____	_____	_____	_____
2. Do you watch T.V. ?	_____	_____	_____	_____
3. Do you like San Francisco ?	_____	_____	_____	_____
4. Do you live in Daly City ?	_____	_____	_____	_____
5. Do you sell products ?	_____	_____	_____	_____
6. Do you make salsa ?	_____	_____	_____	_____
7. Do you go to school ?	_____	_____	_____	_____
8. Do you have children ?	_____	_____	_____	_____
9. Do you work fulltime ?	_____	_____	_____	_____
10. Do you work on Sundays ?	_____	_____	_____	_____

Now practice with a partner the following questions:

Whom do you work for ?

What is Casa Sanchez ?

Where is your company ?

When did you begin to work for Casa Sanchez ?

Why do you come to English class ?

How do they make salsa ?

Which Mexican food do you like the most ?

Are these YES or NO questions or OPEN questions ?

What's the difference between the two types of questions ?

Now read the questions below and decide which kind of question they are:

	YES/NO	OPEN
1. Who is your boss ?	_____	_____
2. Do you smoke ?	_____	_____
3. Where do you live ?	_____	_____
4. Where are you from ?	_____	_____
5. Does your boss speak Spanish ?	_____	_____

Now ask your partner the questions above.

LISTENING

Listen to the following sentences and write the word that you hear.

1. _____ is your name ?
2. _____ do you live ?
3. _____ do you begin work ?
4. _____ do you work for ?
5. _____ is your telephone ?
6. _____ were you born ?
7. _____ does class begin ?
8. _____ are you ?
9. _____ do you do ?
10. _____ does class begin ?
11. _____ do you work ?

SPEAKING/WRITING

Complete the questions. Then find three students to ask the questions to. Write down the answers as you listen. Begin every question with a question word:

WHERE WHEN WHO HOW WHICH WHAT WHY

	STUDENT 1	STUDENT 2	STUDENT 3
1. ... name ?	_____	_____	_____
2. ... live ?	_____	_____	_____
3. ... telephone ?	_____	_____	_____
4. ... from ?	_____	_____	_____

6. ... work ? _____ _____ _____

7. ... work for ? _____ _____ _____

8. ... begin work ? _____ _____ _____

9. ... class begin ? _____ _____ _____

10. ... class end ? _____ _____ _____

11. ... teacher ? _____ _____ _____

WRITING

Practice writing questions. Unscramble the words and write them in the correct order.

1. live where you do

_____

2. first what your is name

_____

3. address your is what

_____

4. is status marital your what

_____

5. English why do learn you to want

_____

6. manager who is your

_____

7. you at taqueria which work do

_____

8. you your do how spell name

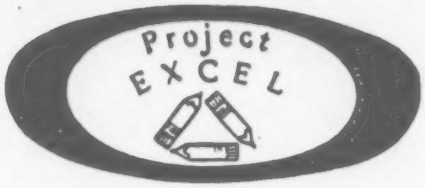
_____

9. lived have Francisco how in long San you

_____

Student Registration Form

Find a partner and ask him/her the questions on this form. Fill out the form with his/her answers. Please print.
OMIT QUESTIONS 4, 5, 7, 8, and 9.



Project EXCEL
CRDC
655 Geary Street
San Francisco, CA 94102
(415) 775-8880

STUDENT REGISTRATION FORM

BUSINESS PARTNER:

EMPLOYEE INFORMATION

1. **Name:** _____
   Last First Middle

2. **Address:** _____
   Number Street Apartment

   _____
   City State Zip Code

3. **Telephone:** (home) _____ (work) _____

4. **Date of Birth:** _____ 5. **Age:** _____
   Month/Day/Year

6. **Sex:** ( )Male ( )Female

7. **Soc. Sec. No.** _____ 8. **Status:** ( )U.S Citizen
   ( )Refugee
   ( )Immigrant

9. **Year of Entry to the U.S.:** _____
   Month/Day/Year

10. **Nationality:** _____

11. **Native Language:** _____

12. **Ethnicity:**
    ( ) Asian (specify: _____)
    ( ) African American
    ( ) Hispanic (specify: _____)
    ( ) Caucasian
    ( ) Other: _____

13. **Physical Disability:** _____

14. **Marital Status:**
    ( ) Single
    ( ) Married
    ( ) Divorced
    ( ) Widowed

15. **Number of Children:** _____

16. **Household:**
    ( ) Single-parent
    ( ) 2-parents

17. **Name and phone number of person to contact in case of emergency:**

    _____

SPEAKING

You and a new friend meet for the first time. Which questions are acceptable to ask ? Circle first, then ask them.

Where are you from?	How much money do you make?
What does your husband do?	Do you have any brothers?
Do you have any childen?	How much is your rent?
Are you happy?	How's your love life?
How much do you weigh?	Why are you upset?
How old are you?	How long have you lived here?
What's your religion?	Are you married?
What political party do you belong to?	How much did you pay for your car?
Where do you live?	Why do you look tired?

Why are some questions acceptable and others are not ?

DIALOGUES

Listen to the following conversations of two people who meet for the first time. Are their questions acceptable or not?

Dialoque I

Rita: What do you do, Blanca?
Blanca: I'm a homemaker and babysitter.
Rita: Really? Tell me about your family.
Blanca: Well, I'm married and have three children.
Rita: Are they still in school?
Blanca: Only one, the other two are working now.
Rita: I have four children myself.

What other things can Rita and Blanca ask each other?

Dialoque II

Ana: Hi, my name is Ana.
John: Good morning, I'm John. Are you Spanish?
Ana: No, I speak Spanish, but I'm from El Salvador. Spanish people are from Spain. Where are you from John?
John: I just moved here from Arizona with my wife.
Ana: Where do you work?
John: Well, I'm still looking for work. If you know of a job, could you let me know?
Ana: Sure. Good luck.

SMALL TALK

GETTING READY

1. What is "small talk" ?
2. How do you say it in your native language ?
3. When do people use small talk ? Why ?
4. Do you use small talk sometimes ?
5. What do you say ?
6. How do you begin ?

Read the following questions and circle which questions are appropriate for small talk and which are not. Why not ?

1. How old are you ? yes no
2. What do you do ? yes no
3. Why aren't you married ? yes no
4. Why don't you have kids ? yes no

WRITING

Now create questions to ask someone the first time you meet.

1. Job, work a. _____?
   b. _____?
2. Family a. _____?
   b. _____?
3. How long in U.S. _____?
4. School _____?
5. Weather _____?
6. Children _____?

GESTURES

Look at the pictures and their meanings.
What is the person trying to "say"?
What are some gestures from your country ?
What do they mean ?

NOTE: You must be careful about the kinds of gestures you use. Be sure you know what the gestures mean. Also, a gesture from one country may mean something very different in another country. There may be great misunderstandings because of this.

I don't know.

I disagree with you. Bad idea.

He's crazy.

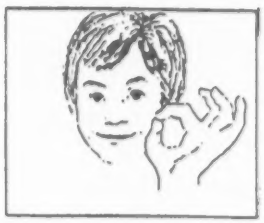
BEST COPY AVAILABLE

I'm talking about money.

I hope. Good luck.

What time is it?

Come here.



O.K.

I agree with you. Great!

EYE CONTACT

GETTING READY

Are you comfortable making eye contact with these people? What would they think if you don't look at them when they are talking to you?

a policeman

an older person

a doctor

your supervisor

a beggar

your teacher

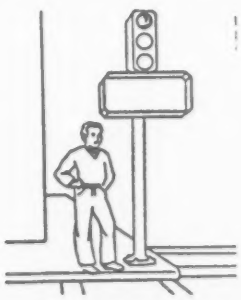
When is it OK not to look at someone who is talking to you?

Examples:

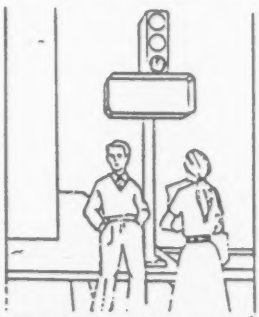
1. when I am driving
2. while working
3. _____
4. _____
5. _____
6. _____

DISCUSSION

Should you make eye contact with these people? Why or why not?



a pedestrian

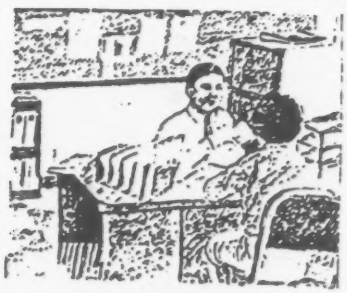


someone you want to meet

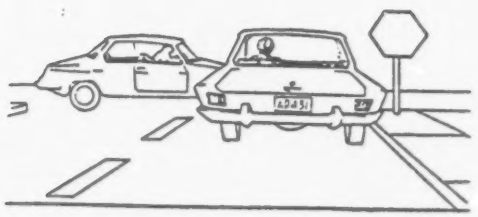
someone angry
with you

someone crying

your teammates



your manager



the other driver

the supermaket manager

UNIT 2: TIME FOR WORK

GETTING READY

1. Do most Americans think it's important to be on time ?
2. Do you think it's important ?
3. What does being on time mean to most Americans ?
4. How often are you on time ?
5. When was the last time you were late for work? How late were you ? Why were you late ?
6. When was the last time you were late for a dinner party ?

DISCUSSION

Read the following situations and decide at which time most Americans would arrive.

1. Arturo has a job. His starting time is 8:00 a.m. At what time should he arrive?

   a. between 7:45 and 8:00
   b. between 8:00 and 8:15
   c. between 7:00 and 7:30
   d. between 7:50 and 8:05

2. A family invites Ubaldo to dinner. They say, "Come at 7:00." He wants to be polite. At what time should he arrive?

   a. 7:30 to 8:00 b. 7:10 c. 6:30 d. 7:00

3. Gaby has to meet her friend in front of the theatre for a 5:35 movie. What time should she get there?

   a. 5:35
   b. between 5:00 and 5:15
   c. between 5:15 and 5:30
   d. between 5:30 and 5:45

4. Beatriz has an appointment with the I.N.S. at 1:45 p.m. It usually takes half an hour to get there. What time should she leave her house?

   a. 1:15 b. 1:00 c. 1:10 d. 12:45

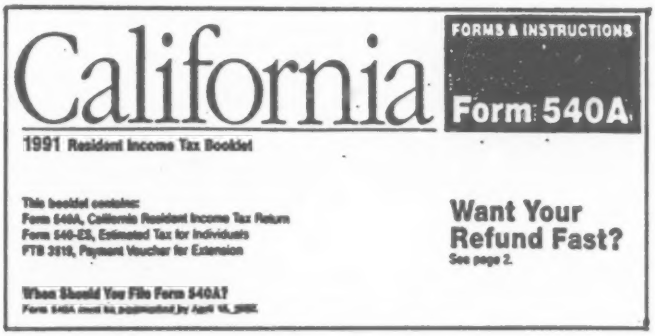
DEADLINES

Vocabulary:

postmarked	fine	expiration
limit	due date	warranty
policy		

Look at the samples and answer the following questions about deadlines and time limits.

1. When is the last day to file your income tax return in California?
   What does "postmarked" mean ?



California

FORMS & INSTRUCTIONS

Form 540A

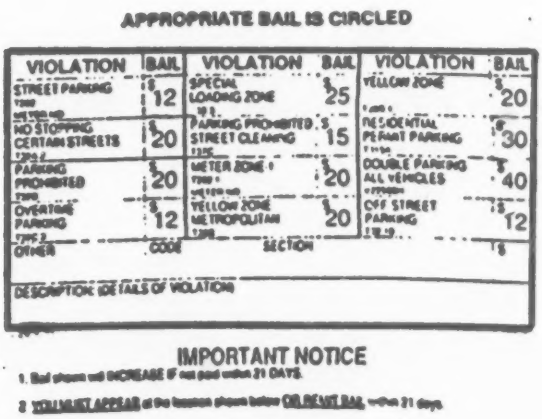
1991 Resident Income Tax Booklet

This booklet contains:
Form 540A, California Resident Income Tax Return
Form 540-ES, Estimated Tax for Individuals
FTB 3519, Payment Voucher for Extension

Want Your Refund Fast?
See page 2.

When Should You File Form 540A?
Form 540A must be postmarked by April 15, 1991.

2. What is the parking fine for violation of "2 hr residential parking" in San Francisco?
   What did the person do to get this parking ticket?



APPROPRIATE BAIL IS CIRCLED

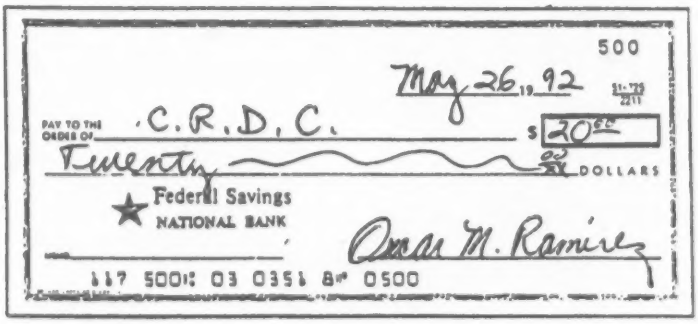
VIOLATION	BAIL	VIOLATION	BAIL	VIOLATION	BAIL
STREET PARKING	$ 12	SPECIAL LOADING ZONE	$ 25	YELLOW ZONE	$ 20
NO STOPPING CERTAIN STREETS	$ 20	PARKING PROHIBITED STREET CLEANING	$ 15	RESIDENTIAL PERMIT PARKING	$ 30
PARKING PROHIBITED	$ 20	METER ZONE	$ 20	DOUBLE PARKING ALL VEHICLES	$ 40
OVERTIME PARKING	$ 12	YELLOW ZONE METROPOLITAN	$ 20	OFF STREET PARKING	$ 12
OTHER	CODE	SECTION			$

DESCRIPTION: DETAILS OF VIOLATION

IMPORTANT NOTICE

1. Bail shown will INCREASE if not paid within 21 DAYS.
2. YOU MUST APPEAR at the location shown below OR POST BAIL within 21 days.

3. Why must you always "date" the checks you write?


500

May 26, 19 92

PAY TO THE ORDER OF C.R.D.C. $ 20.00

Twenty 00/100 DOLLARS

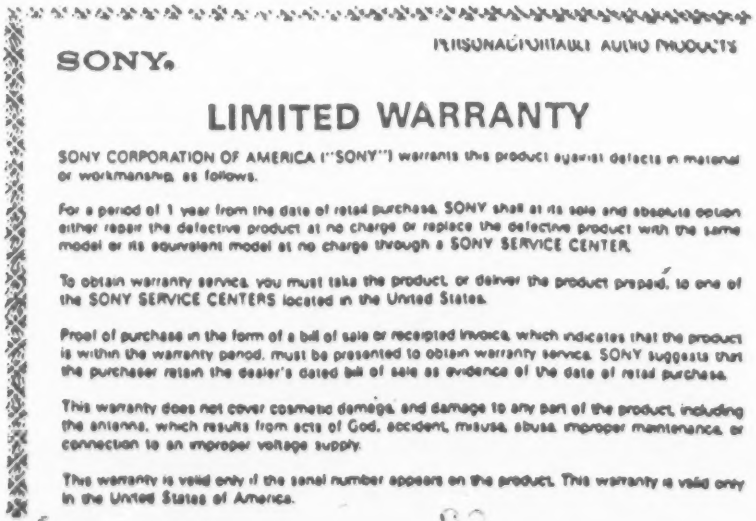
Federal Savings NATIONAL BANK

Omar M. Ramirez

⑈17 500⑈ 03 0351 8⑈ 0500

4. What is the expiration date on this coupon?

5. When does this warranty end?


SONY.

PERSONAL PORTABLE AUDIO PRODUCTS

LIMITED WARRANTY

SONY CORPORATION OF AMERICA ("SONY") warrants this product against defects in material or workmanship, as follows.

For a period of 1 year from the date of retail purchase, SONY shall at its sole and absolute option either repair the defective product at no charge or replace the defective product with the same model or its equivalent model at no charge through a SONY SERVICE CENTER.

To obtain warranty service, you must take the product, or deliver the product prepaid, to one of the SONY SERVICE CENTERS located in the United States.

Proof of purchase in the form of a bill of sale or receipted invoice, which indicates that the product is within the warranty period, must be presented to obtain warranty service. SONY suggests that the purchaser retain the dealer's dated bill of sale as evidence of the date of retail purchase.

This warranty does not cover cosmetic damage, and damage to any part of the product, including the antenna, which results from acts of God, accident, misuse, abuse, improper maintenance, or connection to an improper voltage supply.

This warranty is void only if the serial number appears on the product. This warranty is valid only in the United States of America.

92

6. When can you make a left turn?

NO LEFT TURN

7 am - 9 am
and
5 pm - 7 pm

7. When is this phone bill due?

	Statement Date Dec 22, 1991	Check No: Date: Amount:	
Account Summary	Previous bill	19.47	
	Payment 12/19	19.47CR	
	Balance *** Thank You for Your Payment ***		.00
	Current charges:		
	Pacific Bell (Page 2)	22.48	
	CURRENT CHARGES DUE BY Jan 22, 1992		22.48
Total Due			22.48
Late Charge Reminder	A late charge may apply on Jan 24 if your payment has not been received. Your bill, however, must still be paid before the DUE BY date to avoid any other penalties. (See Reverse)		
Whom to call	For billing questions call:		
	Pacific Bell	No Charge	811-6100
	When moving or placing an order call:		
	Pacific Bell	No Charge	811-6222
	Ordenes y arreglos de cuentas:	Llame gratis	811-7730
	The NEW 811 NUMBERS may not be available in your area. Call the Business office		

POPULAR SAYINGS ABOUT TIME

Read the following expressions about time. Have you heard them before ? If not, can you guess what they mean ?

a. Time is money.

b. There is no time like the present.

c. Better late than never.

d. Time waits for no one.

e. Early to bed, early to rise, makes a man healthy wealthy, and wise.

f. Time flies when you're having fun.

g. The early bird catches the worm.

Read the following ideas about time. Match them with the preceding popular expressions that people say in the United States. Do you think they are true ? Why or why not ?

_____ 1. Vacations and holidays end quickly.

_____ 2. Employers pay workers for the amount of time they work.

_____ 3. If you lose time, you can't get it back.

_____ 4. Do it now. Don't wait.

_____ 5. The best seats in the stadium are bought at the beginning of the season.
The first person to the sale will get the best bargains.

_____ 6. It's not good to be late. But, it's still better to go than not to show up.

_____ 7. To be punctual is good for your health, your money, and life in general.

What are some sayings about time in your home country?
Write them in your native language first and then in English.
Explain them to the class.

_____

_____

_____

_____

_____

SHORT PHRASES

Vocabulary:	waste time	kill time
	save time	lose time

Have you heard these phrases about time?
Do you know what they mean?

Circle the phrase that tells what each person is doing with time.

1. Jian, who lives in Oakland, drives to his work in San Francisco. He is on the Bay Bridge and it is rush hour so he is stuck in traffic. He is

   a. wasting time b. losing time

   c. saving time d. killing time

2. Carlos has to deliver tortillas to six stores. Three stores are in Daly City. He will deliver to those three stores one after another. He is

   a. wasting time b. losing time

   c. saving time d. killing time

3. May Ling is waiting in line at the check out stand in the supermarket. She decides to read a magazine. She is

   a. wasting time b. losing time

   c. saving time d. killing time

4. Maria Elena has to get to the post office before it closes but she sees her boyfriend at the vegetable stand. She goes over to talk to him . She is

   a. wasting time b. losing time

   c. saving time d. killing time

Bonus Question for football lovers:

The Fourty-Niners are ahead by only one point. There are 13 seconds left on the clock. Joe Montana has the ball. He should

_____ _____.

WHAT'S YOUR EXCUSE?

Read the following excuses. Check if they are valid reasons for being late or for absence from work. Check no if it is not a good reason.

	LATE	ABSENCE	NO
1. You and your girlfriend broke up last night.	____	____	____
2. You are sick in bed with the flu.	____	____	____
3. Your car broke down.	____	____	____
4. You feel very tired because you didn't get enough sleep.	____	____	____
5. You have to do your laundry.	____	____	____
6. Your dog is sick.	____	____	____
7. Your mom needs help at home because she's not feeling well.	____	____	____
8. Your grandfather died this morning.	____	____	____
9. You missed your bus.	____	____	____
10. Your bus was late.	____	____	____

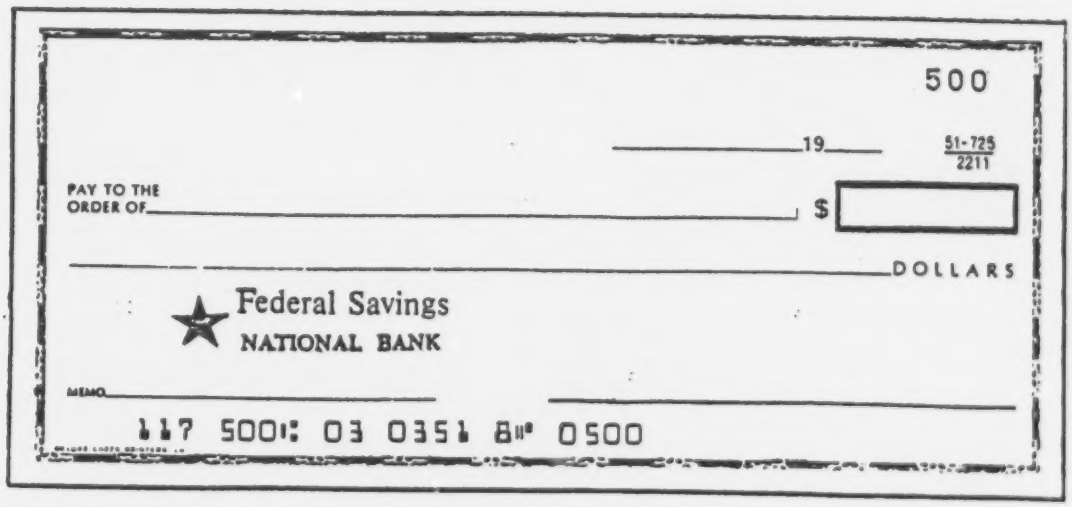
SPEAKING/WRITING

The following pages also deal with the concept of time and are taken from the Basic English Skills Test "Literacy Skills Section".

1. Write a check to the landlord to pay the rent for one month.

   The landlord's name is Mr. Thomas Johnson and the rent is $250.00 per month.

   If your rent is due on the first day of each month, when should you mail this check ?



Circle the answers.

EXAMPLE:

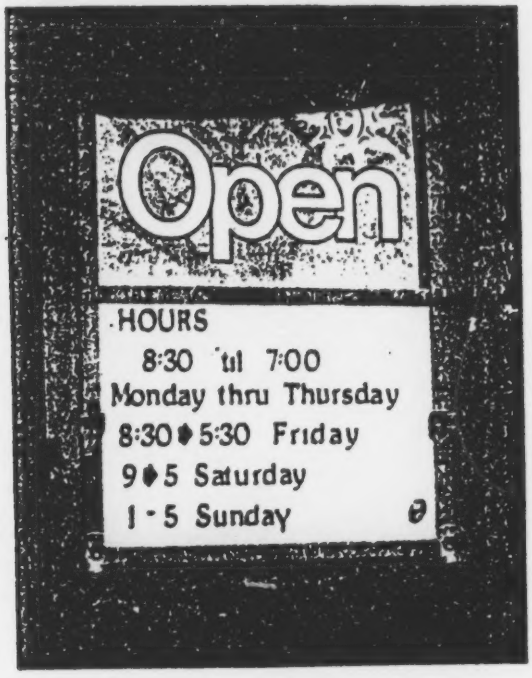
When does the train arrive in New Haven?

Providence, RI		9 25A
Kingston, RI ●		9 51A
Westerly, RI ●		
Mystic, CT ● *(Mystic Seaport)*		
New London, CT ●		10 28A
Old Saybrook, CT		10 52A
New Haven, CT ●		11 40A
Bridgeport, CT		
Stamford, CT		●12 19P
Rye, NY		
New York, NY -*Penn. Sta.*	Ar	1 15P
New York, NY -*Penn. Sta.*	Dp	1 30P

1. When does the train leave Chicago ?
2. When does the train arrive in Dallas ?
3. When does the train arrive in Temple, Texas ?
4. If the train leaves at 7:30 p.m., when should you arrive at the train station ?

(Illinois Central Gulf) Chicago, IL -*Union Sta. (CT)*	Ar Dp	5 05P 5 20P
Joliet, IL		6 03P
Pontiac, IL ●		6 54P
Bloomington, IL		7 30P
Lincoln, IL ●		7 57P
Springfield, IL		8 30P
Carlinville, IL ●		9 07P
Alton, IL		9 39P
St. Louis, MO	Ar Dp	10 45P 11 05P
(Missouri Pacific) Poplar Bluff, MO ●		2 44A
Walnut Ridge, AR ●		3 35A
Newport, AR ●		4 11A
Little Rock, AR -*Union Sta. Square (Hot Springs Nat'l. Park ●●)*		5 38A
Malvern, AR ●		6 23A
Texarkana, AR/TX	Ar Dp	8 04A 8 12A
Marshall, TX ● *(Shreveport, LA)*		9 31A
Longview, TX *(Tyler)*		10 03A
Dallas, TX -*Union Sta.*		1 15P
(Santa Fe) Fort Worth, TX	Ar Dp	2 25P 2 40P
Cleburne, TX ●		3 31P
McGregor, TX *(Waco)*		4 33P
(Missouri-Kansas-Texas) Temple, TX *(Ft. Hood and Waco)*	Ar Dp	5 20P 5 25P

A sign on a window:



What time does the store open on Wednesday?

a. 7:00
b. 8:30
c. 9:00
d. 5:30

What time does the store close on Friday?

a. 5:00
b. 5:30
c. 7:00
d. 8:30

How many hours is the store open on Saturday?

a. 4
b. 5
c. 8
d. 9

Circle the answers to the questions.

EXAMPLE:

From a community newspaper:

SPECIAL STOREWIDE SALE

Friday—7 p.m. to midnight

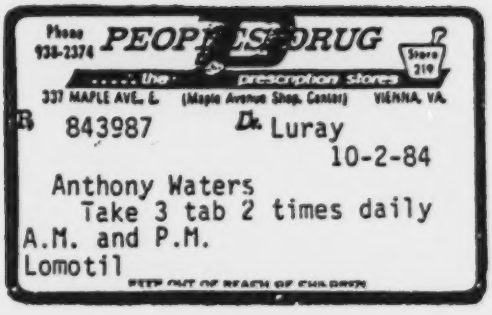
All men's, women's and children's clothes reduced 20-50%. Save on home furnishings, appliances, garden equipment and much, much more!!! Come in and see for yourself!!!

SAVE$$$$$$$$$$$$

When is the sale?

a. all weekend long
b. this week only
c. Friday night only
d. 7 p.m. to midnight every night

A prescription label:



Who 's this prescription for?

a. Dr. Luray
b. Anthony Waters
c. Lomotil
d. medicine

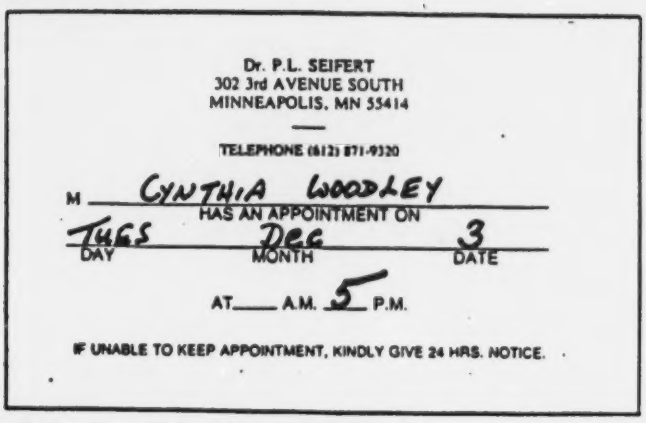
How many tablets should be taken each day?

a. 2
b. 3
c. 5
d. 6

When should this medicine be taken?

a. in the morning only
b. in the afternoon only
c. in the morning and afternoon
d. three times a day

An appointment card:



Dr. P.L. SEIFERT
302 3rd AVENUE SOUTH
MINNEAPOLIS, MN 55414

TELEPHONE (612) 871-9320

M CYNTHIA WOODLEY
HAS AN APPOINTMENT ON
TUES (DAY) DEC (MONTH) 3 (DATE)

AT ___ A.M. 5 P.M.

IF UNABLE TO KEEP APPOINTMENT, KINDLY GIVE 24 HRS. NOTICE.

1. Who is going to see the doctor ?

   a. P.L. Seifert.
   b. December 3
   c. 5:00
   d. Cynthia Woodley

2. What time is the appointment for ?

   a. 3:00 in the morning
   b. 3:00 in the afternoon
   c. 5:00 in the morning
   d. 5:00 in the afternoon

3. What should the patient do if she can't see the doctor ?

   a. Call the doctor on December 2.
   b. On December 3.
   c. On December 4.
   d. On December 5.

4. When should she arrive at the doctor's office ?

   a. At 5:00 p.m.
   b. At 4:30 p.m.
   c. At 4:45 p.m.

UNIT 3: WORK ETHICS

GETTING READY

Read these definitions of "ethics" and "ethical":

eth·ics /'eθɪks/ *n* **1** [U] the science which deals with morals: *I'm studying ethics in my philosophy course.* **2** [P] moral rules or principles of behaviour governing a person or group: *Whether a country should have nuclear weapons or not should be a question of ethics, not of politics.* | *The psychiatrist was charged with violating professional ethics by talking about his patients.*

eth·i·cal /'eθɪkəl/ *adj* **1** [*no comp.*] connected with ETHICS (2): *The article questions the ethical conduct of certain journalists, who are claimed to have used threats in order to obtain interviews.* | *The doctors' ethical committee decides whether it is morally right to perform certain operations.* **2** morally good or right: *I won't do it; it's not ethical.* —opposite **unethical**

1. Are ethics at work important ?
2. Is an ethical worker a better worker ? Why ?
3. Are these work ethics also valued in your country ?
4. What else is important in your country?
5. What would happen if people didn't believe in these work ethics?
6. What would happen if you didn't behave this way in the United States ?

Read the following work values that are important in the United States. Can you explain them to the class ?

Competition	Advancement	Persistence	Motivation
Responsibility	Independence	Logic	Innovation

Other work ethics of your country:

_____

_____

_____

_____

SPEAKING

Tell the class of a time when you were:

* **competing** with someone at work

  Who were you competing with?
  Where did this happen?
  Can you describe it ?

* **persistence**

  What were you trying to do?
  Did you succeed?

* **motivation**

  What motivates you? (food, money, sex, happiness, pride, embarrassment, fame)

* **responsibility**

  Who were you responsible for? (your parents, your children, your grandparents, your friend, your husband/wife, yourself)
  How did you feel?
  Is this the same as **dependability**?
  Are you responsible for something or someone at work?

* **independence**

  Does a truck driver work independently ?
  Can players on a team play independently?
  When you need something, whom do you call?
  Do you try to get it yourself?
  When do you ask for help?

* **logic**

  Have you ever been angry with anyone at work ?
  Who were you angry with?
  What happenned?
  Where did it happen?
  Did the other person lose his/her temper?
  Did anyone get hurt?
  How did you feel after the fight?
  What would you do the next time this happens?

* **initiative**

Did you ever suggest improvements at work ?
What was your responsibility?
What did you think could be improved?
How did you make it better?
Did they listen to you?
How did you feel?
How did they feel?
Were they grateful?

Now think of your current job and choose three of the above traits. Tell how they relate to your present work.

READING

RAGS TO RICHES

Here is a short description of the American Work Ethic. Since the United States is founded on this concept, you should learn what American employers expect from their workers.

The United States has a very special way to see work. This way of seeing work is called the Protestant Work Ethic because at the beginning it was related to some beliefs of the Protestant religion. The life of President Abraham Lincoln is used often to show these beliefs in practice. President Lincoln was born in a very humble home in the State of Illinois. He was born in a log cabin in the countryside. During his childhood, he had to study and work at the same time. He worked and studied very hard. When he finished his university studies, Lincoln became a lawyer. In time, he became President of the United States and today many Americans consider him one of their best presidents. Lincoln's story is called a "rags-to-riches" story because he began very poor ("rags") and ended as leader of his country ("riches")

Some people do not believe that Lincoln's story can be repeated easily today. They think that he was successful in part because he was a man and because he was white. Neither women nor people of color could vote at that time, much less become President of the United States. These people believe that hard work alone is still not always enough to be successful in this country. However, they also admit that even if the United States is not a perfect country, it still offers more opportunities to immigrants and people from humble classes of society than many other countries.

WRITING/SPEAKING

Answer the following questions in writing and then discuss them with your class.

1. How is this story a "rags to riches" story ?

2. How was hard work good for President Lincoln ?

3. Can anybody in today's America do what Lincoln did ?

4. Is it really more difficult for women and peole of color to be successful even when they work very hard ?

5. For immigrants to the U.S., is it easier to succeed economically in their own countries or in America ?

6. What was your "dream" of America when you first arrived in this country ? What did you want to do at that time ?

7. What do you think the expression "the American dream" means ?

SPEAKING/WRITING

Read the following sayings about work. With a partner, then discuss what you think they mean. Write down the conclusions you two have and then discuss them with your class.

Refer to the beginning of this Unit and explain which values are shown by these sayings.

1. Work hard. Play hard.

2. Take pride in your work.

3. TGIF ("Thank God it's Friday !")

4. He/she's a workaholic.

5. All work and no play makes Jack a dull boy.

6. It's time to get back to the grindstone.

7. God helps those who help themselves.

WRITING

Do you have sayings like the above in your country ?
Write three of them down and explain them to the class.

1. _____

2. _____

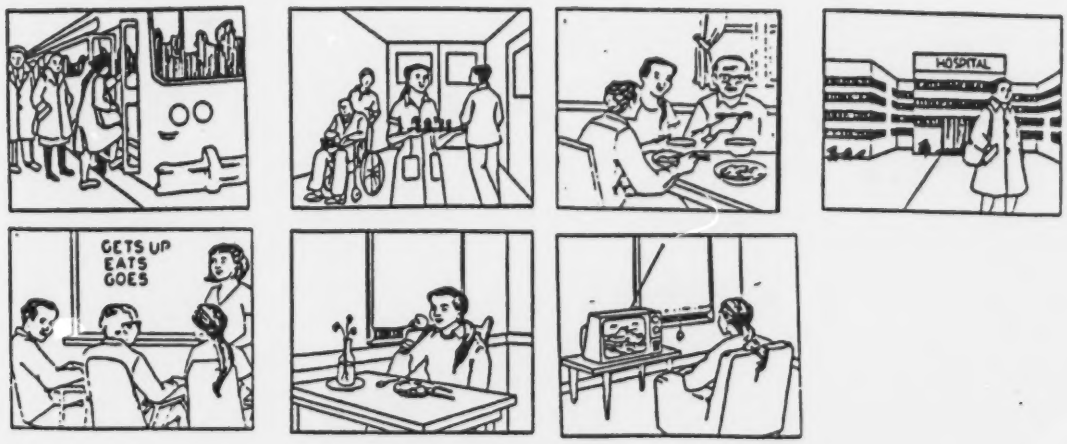
3. _____

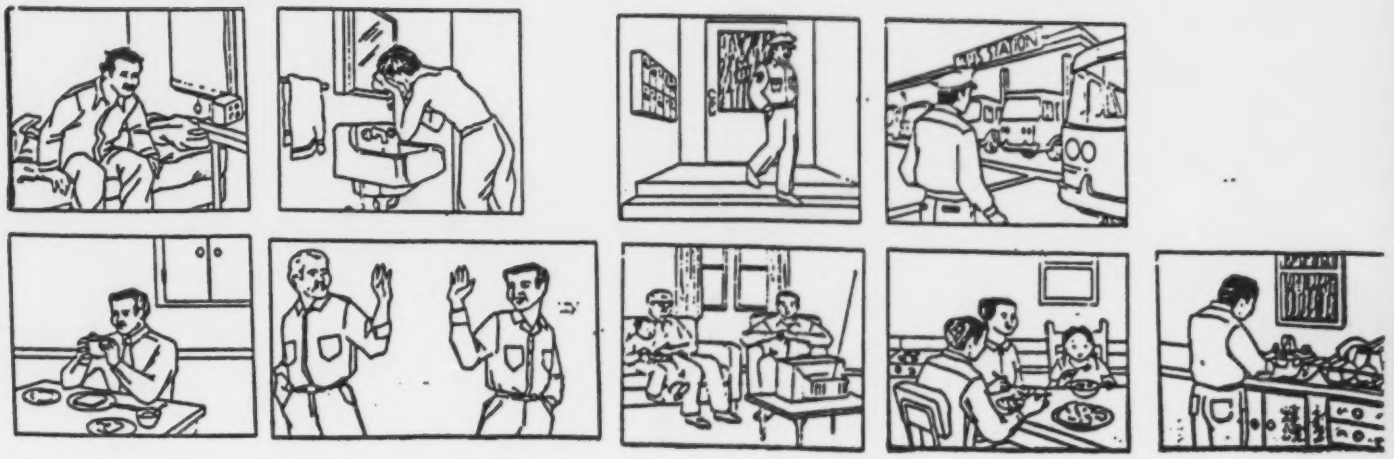
SPEAKING

Describe what happens in these stories . How do they show the values of:

PROGRESSION, PERSISTENCE, MOTIVATION, RESPONSIBILITY, and INDEPENDENCE.

Are these people probably "good workers" as nurse, driver, and homemaker?





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UNIT 4: WORKER TRAITS

GETTING READY

1. Are you a good worker ?
2. Why do you think you are (or are not) a good worker ?
3. What type of person is not a good worker ?

GOOD WORKER TRAITS:

Choose the most appropriate trait from the worker traits list. Write the number and the trait that you selected.

1. Independent
2. Honest
3. Fast
4. Attention to detail
5. Courteous
6. Good listener
7. Organized

OCCUPATION

a. CASHIER

People who work with money should be (__2__) honest.

b. BANK TELLER

People who have a lot of paperwork should be (_____) _____.

c. WAITER/WAITRESS

People who want a good tip should be (_____) _____.

d. DISHWASHER

People who work alone should be (_____) _____.

e. AUTO MECHANIC

A person who solves other people's problems should be a (_____)

_____.

f. TRUCK DRIVER

People who drive should be (_____) _____.

g. RECEIVING CLERK

People who work with numbers should (_____) _____.

Read the worker traits. Then rate yourself as either GOOD, AVERAGE, or NEEDS TO IMPROVE by cheching the blanks.

WORKER TRAITS	GOOD	AVERAGE	NEEDS TO IMPROVE
Gets along well with others.	_____	_____	_____
Is respectful and courteous.	_____	_____	_____
Works well as a team member.	_____	_____	_____
Accepts supervision.	_____	_____	_____
Follows directions well.	_____	_____	_____
Is punctual and dependable.	_____	_____	_____
Follows through on assignments	_____	_____	_____
Has a positive attitude.	_____	_____	_____
Shows willingness to work hard.	_____	_____	_____
Appearance is neat and clean.	_____	_____	_____
Work area is kept neat and orderly.	_____	_____	_____
Accepts criticism well.	_____	_____	_____

MATCHING

Discuss with your classmates and teacher the meaning of each of the following personal qualities. Draw a line between the words that have the same meaning. Think of other words with the same meaning and write them down in the blank spaces.

PERSONAL QUALITIES		**SIMILAR WORDS**
1. dependable	reliable	1. _____
2. assertive	fast	2. _____
3. friendly	confident	3. _____
4. easy-going	calm	4. _____
5. motivated	timely	5. _____
6. punctual	self-satisfied	6. _____
7. quick	ambitious	7. _____
8. responsible	nice	8. _____
9. creative	open-minded	9. _____
10. flexible	innovative	10. _____
11. proud	mature	11. _____

READING

HIRING AND PROMOTIONS: YOU ARE AN EMPLOYER

Read the applicants' personal profiles. Choose the best person to hire for a truck driver/deliverer position. Discuss your decision with the class.

a. Marta is 16 years old and has no work experience.

b. Joe recently spent six months in jail and his application shows that he changes jobs every 3 - 4 months.

c. Angie is a single parent on welfare. She doesn't have a babysitter.

d. Alex speaks very little English because he just moved to this country.

Review the work of your restaurant employees. Choose the best person for a promotion and explain why.

a. Elena is a very nice person, but she has many family problems and a lot of responsibility taking care of her brothers and sisters.

b. Chris is a very good worker, but she takes things home that don't belong to her. For instance, she takes restaurant supplies.

c. Patrick is a quick learner, but he lied on his application about his age and work experience, so he does not know how to do many things.

d. Ron is a very hard-working guy, but he tries too hard. He's constantly asking about his job performance and about getting a raise.

e. Daniel is a good worker, but he is always late. He also refuses to work overtime.

UNIT 5: WORKER & EMPLOYER EXPECTATIONS

VOCABULARY:

documented proof	performance	socialize
adjust	modest	hygiene
to fire (someone)	time schedule	a raise
promotion	probationary period	overtime
safety rules	disabilities	

Answer the following statements by checking either **T** (true) or **F** (false).

T___F___ 1. Most employers need documented proof of poor performance before they can fire an employee.

T___F___ 2. When uniforms are required on the job, they are supplied by the employer.

T___F___ 3. Employers are usually open to adjusting an employee's time schedule when the present schedule is inconvenient for the employee.

T___F___ 4. Pay raises and promotions are always given according to the length of time an employee has worked for the company.

T___F___ 5. When an employee has a problem on the job, he should wait as long as possible before saying anything to the employer.

T___F___ 6. It's alright to use modest quantites of drugs and alcohol on the job as long as it does not affect your performance in a negative way.

T___F___ 7. Most new employees have a probationary period of approximately three months.

T___F___ 8. Most company safety rules are written for those employees who have disabilities or who do not speak the language.

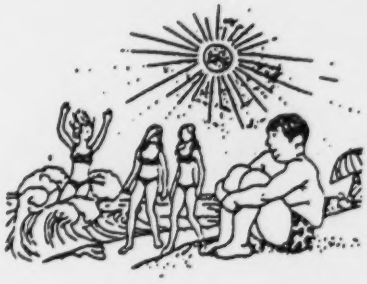
T___F___ 9. An employer can legally require the employees to work overtime.

EMPLOYEE BENEFITS AT SOME COMPANIES

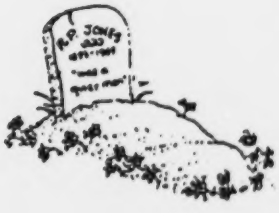
VOCABULARY:	sick leave	paid vacation
	dental insurance	paid holidays
	medical insurance	profit sharing
	life insurance	

Look at the following and write the appropriate vocabulary word.

Washington's Birthday



_____ _____ _____



_____ _____

Which benefits do you receive at your present job ?
Which would you like to receive ?

EMPLOYMENT LAWS

Do you have these conveniences and rights at your present work ?

If not, what can workers do about it ?

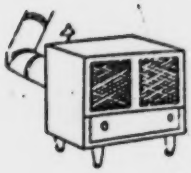
How can the workers demand them from their employers ?

Draw a line to match the pictures with the provisions that the employer must supply:

RESTROOMS

HEAT AND AIR CONDITIONING

BREAKS



A REST AREA

SEATS

SAFETY EQUIPMENT

CASA SANCHEZ

Module 3

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: GETTING ACQUAINTED

YES/NO VS. OPEN QUESTIONS -- p. 5

1. OPEN
2. YES/NO
3. OPEN
4. OPEN
5. YES/NO

LISTENING -- p. 6

1. What
2. Where
3. When
4. Whom
5. What
6. Where
7. When
8. Who
9. What
10. When
11. Where

UNIT 2: TIME FOR WORK

DISCUSSION -- p. 15

1. a
2. b
3. c
4. a

DEADLINES -- p. 16

1. April 15
2. $30.00

-- p. 17

4. 4/30/92
5. one year

-- p. 18

6. 9:00 a.m. - 5:00 p.m.
   7:00 p.m. - 7:00 a.m.
7. Jan. 22, 1992

QUESTIONS -- p. 19

1. f
2. a
3. d
4. b

5. g

6. c

7. e

SHORT PHRASES -- p. 20

1. b

2. c

3. d

4. a

BONUS QUESTION -- p. 21

Kill time

WHAT'S YOUR EXCUSE -- p. 21

1. no

2. absence

3. late

4. no

5. no

6. no

7. late

8. absence

9. late

10. late

SPEAKING/WRITING -- p. 22

You should mail the rent five working days before.

TRAIN SCHEDULES -- p. 23

Train leaves Chicago at 5:20 p.m.

It arrives in Dallas at 1:15 p.m.

It arrives in Temple at 5:20 p.m.

Between 7:00 and 7:15 p.m.

SIGN ON A WINDOW -- p. 24

B. 8:30 a.m.

B. 5:30 p.m.

C. Eight hours.

STORE SALE -- p. 25

C. Friday night only.

PRESCRIPTION LABEL -- p. 26

B. Anthony Waters

B. Three tablets a day.

C. In the morning and afternoon.

AN APPOINTMENT CARD -- p. 27

D. Cynthia Woodley

D. 5:00 p.m.

A. Call the doctor on Dec. 2.

C. At 4:45 p.m.

UNIT 4: WORKER TRAITS

OCCUPATION -- p. 34

A. 2 HONEST

B. 7 ORGANIZED

C. 5 COURTEOUS

D. 1 INDEPENDENT

E. 6 GOOD LISTENER

F. 3 FAST

G. 4 PAY ATTENTION TO DETAIL

PERSONAL QUALITIES -- p. 36

1. reliable
2. confident
3. nice
4. calm
5. ambitious
6. timely
7. fast
8. mature
9. innovative
10. open-minded
11. self-satisfied

TRUE/FALSE -- p. 38

1. F
2. F
3. F
4. F
5. F
6. F
7. T
8. F
9. F

EMPLOYEE BENEFITS AT SOME COMPANIES -- p. 39

(from left to right)

1. paid holidays
2. dental insurance
3. paid vacation
4. medical insurance
5. life insurance

EMPLOYMENT LAWS -- p. 40

restrooms/men's restroom door

heat and air conditioning/heater and air conditioner

breaks/boss and secretary

rest area/lunch room

seats/typists

safety equipment/fireman at work

Casa Sanchez

Module 4

Greater Relations, Greater Productivity

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Project EXCEL

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San Francisco, CA 94102

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the U.S. Department of Education
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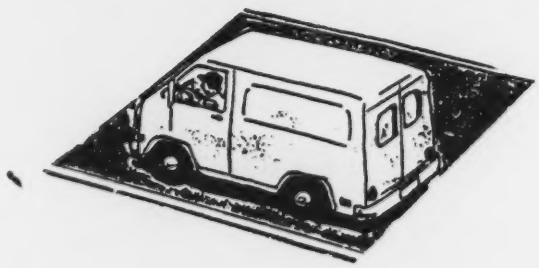

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Casa Sanchez, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient workers. Our goal is to assist them in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25-year-old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC focuses Project EXCEL on limited English-proficient (LEP) workers because they comprise the vast majority of the workforce at Casa Sanchez, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of S.F.'s economy, and the local labor force is increasingly low-skilled and limited English proficient, while industry is demanding a more literate and skilled workforce.

CASA SANCHEZ, INC.

Casa Sanchez, Inc. is a family-owned manufacturer and wholesaler of tortillas, tortilla chips, salsa, and other Mexican food items. Started in 1924 by the grandfather of the current owner, Casa Sanchez is well known for its authentic, high quality products in the San Francisco Bay Area.

Casa Sanchez operates a taqueria in the Mission district in heart of the City's Latino American community, and distributes its products to restaurants, grocery stores and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled workforce. Workplace literacy training at Casa Sanchez translates into enhancing employees' ability to communicate effectively with managers and receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

Curriculum Designed for Casa Sanchez

The Curriculum for Casa Sanchez, Inc. is designed by a team of educators from CRDC. The team met with the management, supervisors and workers to assess the needs at the workplace. The team also conducted observation and participatory work to identify specific job and communication skills needed on the job.

Project EXCEL staff worked closely with management and workers at Casa Sanchez, and received consistent feedback before the curriculum was finalized.

Goals and objectives of each module are explained in the front section of each module.

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TEACHING GUIDE

A. Curriculum Design and Description

This module is specifically designed for limited English proficient (LEP) employees working at the delivery department at Casa Sanchez, Inc. The curriculum aims to assist the employees in developing the problem solving skills necessary to perform their daily job tasks including communicating with managers and receiving clerks at restaurants and supermarkets. The specific focus of this material is on the thinking and language skills which improve employees ability to handle problems on the job and to work cooperatively with supervisors and customers.

To enhance thinking skills for problem solving purposes, each unit is highly student-centered; in other words, the teacher only plays the role of a facilitator to elicit students' problems on the job, encourage solutions, and meanwhile assist students with their English. To enhance language learning, this module provides skill practice in the four language skills (reading, writing, speaking and listening) within a problem solving framework.

B. Unit Features

1. Vocabulary

The vocabulary boxes at the beginning of each unit highlight vocabulary which might be new to the language learners. These vocabulary should be discussed within the context of students' job tasks or the focus of the unit. The vocabulary words are continually reinforced throughout the module.

2. Getting Ready

The main purpose of Getting Ready is to prepare students for the topic of the unit; teachers may conduct group and class discussions bilingually if necessary. This warm up activity also affords learners the opportunity to discuss problems/issues which they have encountered on the job. Therefore, teachers should elicit as many problems/issues as possible from students, then help them verbalize and write those problems in simple English.

After ideas (problems/issues) are sorted out, teachers should first help students write them down in English on the board, then discuss them before asking students to copy in the book. Afterwards, students should practice what they have written/copied down orally for further listening comprehension.

3. Useful Expressions

Boxed useful expressions are the targeted language functions for the unit. They usually precede the listening and reading activities and as such serve as further vocabulary study.

4. Reading and Dialogues

The dialogues to be read in both Reading and Dialogues sections provide a further context for the targeted language functions. After reading and answering comprehension questions, students should be encouraged to role play the dialogues for further speaking practice.

5. Listening

The listening activities are generally conversations; the learner must understand key points and ideas in order to complete the following comprehension questions. The tape which accompany this unit should be played several times to give all learners ample opportunity to comprehend and respond appropriately. On the first listening, students should be encouraged to listen for the main ideas and isolate some vocabulary words. The instructor should then elicit vocabulary from the students and in this way try to reconstruct the dialogues. Once students have a good idea of the content, they can listen to the tape several times in order to choose the appropriate answers.

6. Speaking and Role Play

Students are guided for the speaking activities but are not for role plays which are free form oral activities. In both cases, students are required to listen carefully and respond correctly, then switch roles and practice again. Teachers should closely monitor student performance and encourage them to role play in front of class after practicing.

7. Writing Activities

Writing activities are included in most of the units to provide learners with practice in writing complete, grammatical sentences with the teacher's assistance. They also serve as pair/group activities in which learners may be allowed to discuss problems/ solutions and to prioritize them in their native language. The "problem list" on page 2 should be well kept for future reference.

OBJECTIVES OF MODULE 4

Module 4 is designed primarily to help Casa Sánchez employees develop greater facility in writing memos and brief business letters related to "giving notice" at work. It also stresses the cultural importance of good social relations among workers, their interdependence as it affects their productivity, as well as the significance of being flexible and versatile at work, and clear in understanding complicated job instructions.

The material has been designed for students at the low intermediate level of ESL studies (levels 200-300).

The specific objectives of this module are:

1. Clarifying and giving complicated instructions.
2. Cultural and economic importance of flexiblity and versatility on the job in the U.S..
3. Verbal and written "giving notice" to employers for lateness and absences; writing of brief business letters for same.
4. Parts of the body and common medical conditions as they relate to lateness to and absences from work; review of possessive adjectives used in conjunction with parts of the body.
5. Asking to speak or consult with management; cultural importance of choosing the most appropriate moment.
6. Good social relations on the job and their effect on the company's productivity; teamwork in American companies; plus effect of other workers' job conduct on the employees' productivity for good or ill.

ACKNOWLEDGEMENTS

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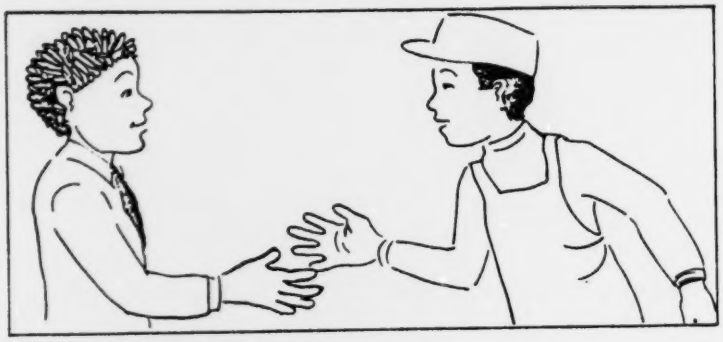
UNIT 1: UNDERSTANDING INSTRUCTIONS

Dialoque I: Could you spell that?

Ricky: Excuse me, are you the new receiving clerk?
Dan: Yes, my name is Daniel Soto, but you can call me Dan.
Ricky: My name is Ricardo, Ricardo González.
Dan: Nice to meet you.
Ricky: Nice to meet you too. Could you sign my invoice?
Dan: Sure..
Ricky: Oh, I can't read your last name. **Could you spell that?**



Dialoque II: Could you repeat that?

Gina: Sara, could you call Mr. Rodríguez and tell him to mail his order form?
Sara: Who do you want me to call?
Gina: Mr. Rodríguez.
Sara: Sure. What's his phone number?
Gina: Area code (510) 549-8880.
Sara: **Could you repeat that.**
Gina: 5-1-0-5-4-9-8-8-8-0.
Sara: Thanks !

Dialoque III: Did you say...?

Bob: Dennis, could you go to Safeway before you go to La Mesa?
Dennis: **Did you say** Safeway?
Bob: Yes, the Safeway in the Mission.
Dennis: Sure. No problem.

USEFUL EXPRESSIONS

I'm sorry?	Could you repeat that, please?
Excuse me?	What did you say ?
Pardon me?	Did you say ... (information) ?
	Would you say that again, please ?
	Would you mind repeating that?
	Would you mind saying that again?

SPEAKING

Find a partner and ask him/her for directions to his/her first delivery stop. After every sentence, ask him/her to repeat what he/she said.

For example:

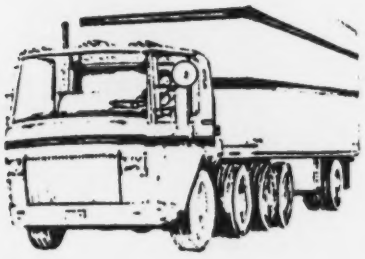
A: Take Hwy 280 South.
B: **What did you say?**
A: Take Hwy 280 South. Take the Serramonte Exit.
B: **Would you mind repeating that?**
A: Take the Serramonte Exit. Then, make a left turn at the stop sign.
B: **Excuse me. Did you say** a left turn?
A: Yes, then make a right turn on Junípero Serra.
B: Thanks.

DICTATION

Choose a partner and tell him/her your regular route on Fridays. Include every store and restaurant you deliver to. Your partner should write down your directions. Then switch roles.

For example:

A: First, I deliver to Casa Lucas on 24th Street.
B: **I'm sorry?**
A: I deliver to Casa Lucas on 24th Street. Then, I go to Cala in the Mission.
B: **Would you repeat that?**
A: Then, I go to Cala in the Mission. After that, I go to John's Café on Mission Street.
B: **Would you mind saying that again ?**
A: I go to John's on Mission. Then, I deliver to Safeway in the Excelsior district.
B: **In the Excelsior district?**
A: Yes, in the Excelsior district.
B: Thanks.



UNIT 2: FLEXIBILITY

GETTING READY

1. Describe in detail what you do as a truck driver.
2. Describe in detail what a truck driver does in your country of origin.

YOUR JOB DESCRIPTION

WRITING

If you were a truck driver in your native country, would you do the same things that you do here in the United States? Write five duties that would be the same, then write five that would be different.

SAME AS IN MY NATIVE COUNTRY

1. _____
2. _____
3. _____
4. _____
5. _____

DIFFERENT FROM MY NATIVE COUNTRY

1. _____
2. _____
3. _____
4. _____
5. _____

List other work that you do but that is not in your job title.

1. _____
2. _____
3. _____
4. _____
5. _____

SPEAKING

Your job description is about your job title, job duties, and job skills. Sometimes people do things that are not in their job title. Is this a common practice? Should you do it? Why or why not?

WRITING

List skills that you are learning from your job. List skills that you are learning from other work which may not be in your job title.

From your current job:

1. _____

2. _____

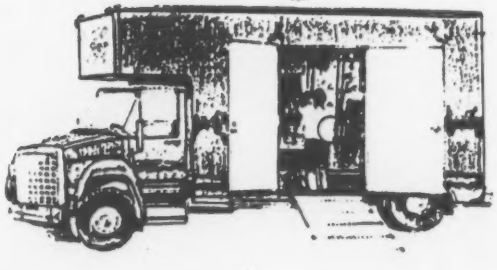
3. _____

From other work that you do but that is not in your job description or job title:

1. _____

2. _____

3. _____



UNIT 3: GIVING NOTICE, FORMAL

GETTING READY

Are the following statements True or False ? Indicate with T or F.

T___F___ 1. Employers expect at least two weeks notice when an employee leaves the company.

T___F___ 2. When you are sick, you are not expected to call the employer the very first thing in the morning.

T___F___ 3. An employee should request time off at least two days before the desired date.

T___F___ 4. You don't have to call your employer if you are going to be late. Just try to hurry.

T___F___ 5. An employee should request a partial day off one day in advance.

Now discuss your choices with the class.

CULTURAL NOTE:

In the United States, there are two ways to request attention or approach a manager: 1) by writing a note or a memo and 2) by asking directly.

Which way is formal? Which way is informal?

READING/WRITING

Here are some formal requests for time off:

Requests to a manager or supervisor for a day off work:

9/29/91

Dear Pennie,

I would like to have Monday, June 24 off so I may go to Sacramento for a work-related conference.

Sincerely,

Tami Smith

5/2/92

Dear Mr. Shaw,

I would like to have Tuesday, Jan. 21 off. I will have my wisdom teeth pulled out and I will not be able to return to work.

Thank you,

Gaby López

WRITING

Write a memo to Mr. LaFosse. Request Thursday, April 14, 1992, off as a personal holiday because your aunt passed away.

_____

_____

_____

_____

Letters for a vacation request:

5/28/92

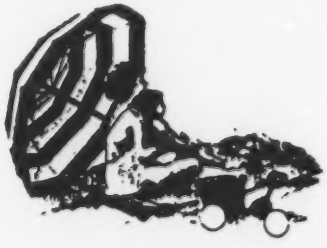
Dear Ms. Teng,

I would like to take Saturday, August 5th through Saturday, August 12th off for my one-week vacation.

Sincerely,

Michelle Homer

_____



2/27/92

Dear Mr. Johnson,

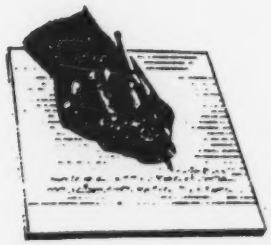
May I take my vacation from July 4th to July 18th? If it is not possible, please contact me.

Thank you,

Nicole Peterson

WRITING

Write your boss a memo requesting vacation from April 13th to April 20th.



Letters for a partial day off work:

3/2/92

Dear Miss Penn,

I need to take the morning of Thursday, March 8 off so I can take my car to the mechanic. Any problems, please call me.

Thank you,

Leslie Shaw

WRITING

Write a memo to Mr. Yuen. Request the morning of Monday, July 27th off from work because you have to take your Mom to her dentist appointment.

Write to Miss Gurney and request to leave work early next Tuesday so that you can go to a school board meeting at your son's school.

_____

_____

_____

_____

_____

Giving written notice or writing <u>a letter of resignation</u>:

VOCABULARY:		
quit	notice	notify
reasons	resignation	resign
excuses	sincerely	in advance

GETTING READY

1. When you plan to leave a company, how far in advance should you tell them of your plans ?
2. What are some reasons for leaving a company ?
3. How do you give notice that you plan to leave the company?
4. Why should you always "put it in writing" ?

Letters of resignation:

5/26/92

Dear Mr. Smith,

Here is my formal letter of resignation. My wife is in poor health and I will have to take care of her at home. My last day to work at this company will be May 13, 1992. Thank you for the opportunity to work here.

Sincerely,

José Pérez

11/12/92

Dear Mr. Lee,

My last day to work at this company will be December 10th. I have been offered a position closer to my home. Thank you for giving me the chance to work here.

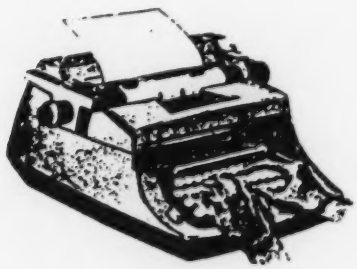
Sincerely,

Celina Contreras

WRITING

1. Write a letter to Mrs. Bragg. Your last day will be August 30th. You have found a job that pays a higher salary.

2. Write a letter to Marta Sánchez. Your last day to work for her will be July 4th. You have found a job with more convenient hours.



UNIT 4: GIVING NOTICE, INFORMAL

SPEAKING

With a partner, read the following telephone conversation:

Héctor: Good morning, Casa Sánchez. May I help you?
Alicia: May I speak to Bob, please?
Héctor: Sure. Just a second.
Bob: Good morning, this is Bob.
Alicia: Hi Bob, this is Alicia. I'm afraid I can't come to work today. I have a backache.
Bob: I'm sorry to hear that. Do you think you can come tomorrow?
Alicia: I hope so. But, I'll call again this afternoon to confirm it.
Bob: I hope you feel better soon. Take it easy.
Alicia: Thanks. Bye.

WRITING/SPEAKING

Choose a partner and create a dialogue telling your supervisor that you are not coming in to work because you are sick. Then write it down. Finally, act it out for the rest of the class.

VOCABULARY:

headache	body	rash
stomachache	fever	sore
toothache	cold	sore throat
backache	hurt	sprain
earache	sick	rest
feel	bruise	burn
	cut	

GETTING READY

1. Have you ever called in sick ?
2. What happened ?
3. Have you had any of the following health problems ?
4. Do you have any health problems now ?
5. Besides health problems, what are other acceptable excuses for missing work ?
6. What are some acceptable excuses for being late ?

SPEAKING

Answer the following questions about the pictures below.

What's the matter ? What's the problem ? What's wrong ?

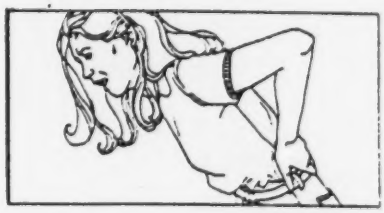
Carlos' head hurts.
Carlos has a headache.

Sara's stomach hurts.
Sara has a stomachache.

Leslie's ear hurts.
Leslie has an earache.

José's muscles hurt.
José has a muscleache.

Luis' tooth hurts.
Luis has a toothache.



Lia's back hurts.
Lia has a backache.

WRITING

Write the appropriate statement under each picture.

I _____ You _____ She _____

He _____

I _____

You _____

She _____

He _____

I _____

READING

What's the matter ? What's the problem ? What's wrong ?

Miriam's throat hurts.
She has a sore throat.

Tomas' feet hurt.
He has sore feet.

Debbie has a fever.
She has a temperature.

Rick has a cold.
He has a stuffy nose.

I burned my finger.
I burned <u>myself</u>.

You have a scratch.
You scratched <u>yourself</u>.

Helen has a bruised knee.
Helen bruised <u>herself</u>.

Antonio has a cut.
Antonio cut <u>himself</u>.

LISTENING

Listen to the parts of the body and write them in the spaces provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now listen to the speaker describe what's wrong. Substitute the person's name with one of the following:

his	her	its	their

1. Felix's head hurts.
   _____ head hurts.
2. Luis' arm hurts.
   _____ arm hurts.
3. Roberto's feet hurt.
   _____ feet hurt.
4. Laura's ear hurts.
   _____ ear hurts.
5. The cat's stomach hurts.
   _____ stomach hurts.
6. Gregorio's and Mary's throats hurt.
   _____ throats hurt.
7. Yolanda's tooth hurts.
   _____ tooth hurts.
8. Melinda's and Ken's stomachs hurt.
   _____ stomachs hurt.
9. Marta's and Carlos' backs hurt.
   _____ backs hurt.
10. The dog's leg hurts.
    _____ leg hurts.

Fill in the blanks with the following words.

headache	feet	throat	come	feel

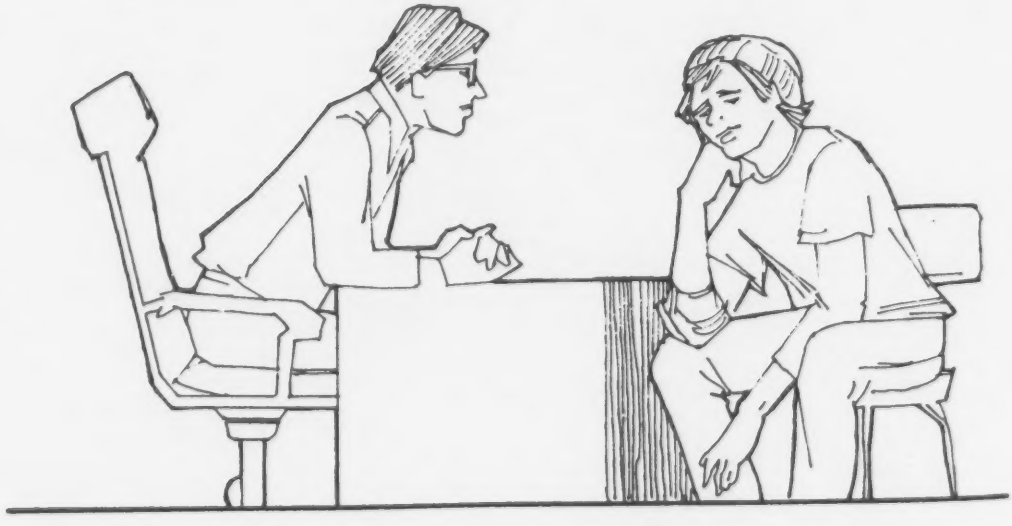
1. I don't _____ well.

2. I have a _____.

3. I'm afraid I can't _____ today.

4. My _____ hurt.

5. My _____ hurts.



LISTENING

Circle the sentence you hear.

1. a. I have a headache. b. I have a toothache
   c. I have a stomachache. c. I have a bachache.

2. a. I have a backache. b. I have a toothache.
   c. I have a stomachache d. I have a headache.

3. a. My head hurts. b. My chest hurts.
   c. My neck hurts. d. My stomach hurts.

4. a. My back hurts. b. My throat hurts.
   c. My legs hurt. d. My feet hurt

5. **A:** Good morning. Thank you for calling Casa Sánchez.
   B: Good morning. May I speak to Michael.
   A: This is Michael.

   B: a. Mike, this is Tony. I'm afraid I won't be able to come to work today.
   b. Mike, this is Tony. I'm afraid I can't come to work today.

6. **A:** Mario, I don't feel well. I have a bad toothache.

   B: a. That's too bad.
   b. I'm sorry to hear that.

   a. Are you coming in tomorrow?
   b. Will you come in tomorrow?

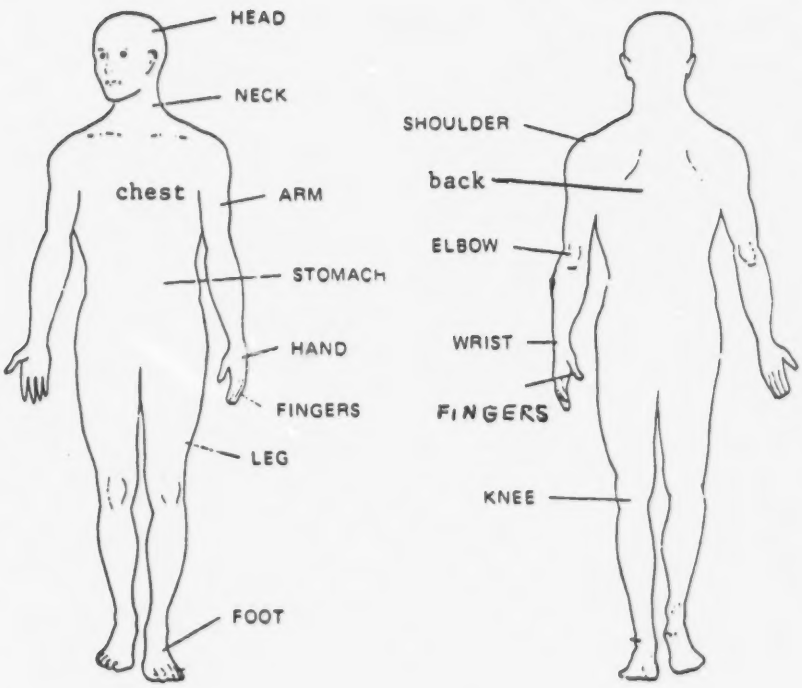
   A: I'm not sure. I'll try.

   B: a. You should rest.
   b. You should take it easy.
   c. You should take care of youself.

GROUP ACTIVITY

This exercise has three parts:

1. Partner **A** will begin by looking at the picture of a part of the body shown by the teacher. He/she will point to that part on his/her body.
2. Partner **B** will say the name and the problem with that part. For example, "His back hurts."
3. Partner **C** will write the whole statement on the board.



UNIT 5: APPROACHING MANAGEMENT

GETTING READY

Check the appropriate times to talk to your boss and explain your choices. **G** means "good time", **B** means "bad time".

1. The first thing in the morning. _____
2. During your break or lunch. _____
3. During your work time. _____
4. After your work shift. _____
5. On the phone at any time. _____

LISTENING

Practice the following dialogues about how to ask for time off work.

Dialoque I: Is it possible to have ...

Jose: Good morning, Mabel. Do you have a minute ?
Mabel: Hi, Mary. What can I do for you ?
Jose: **Is it possible to have** next Tuesday off ? I need to take my son to his doctor's appointment.
Mabel: Hmmm. I'll see what the work schedule looks like. I'm pretty sure is possible, but let me check.
Jose: O.K. Thanks !

Dialoque II: Do you think it will be OK to take ...

Adrian: Hi, Matt. Could I speak with you for a moment ?
Matt: Hi, Adrian. What's up ?
Adrian: **Do you think it will be OK to take** the last week of May off ? I would like to go on vacation that week.
Matt: Sure. I don't see why not. Could you write a memo so I won't forget ?
Adrian: Of course. I'll do it right away.

Dialoque III: I would like to know if I could have ...

Raquel: Excuse me, Carlos. I hope I'm not interrupting anything.
Carlos: No. What can I do for you ?
Raquel: Well, **I would like to know if I could have** two days off next week. I need to go to Sacramento to get some legal documents.
Carlos: Oh, that's pretty important. I guess you can. Of course, you know that you won't get paid for it.
Raquel: Yes, I understand. But I have to go. Thank you very much.

SPEAKING

Choose a partner and practice creating dialogues similar to the ones you just read. Then, act them out in class.

WRITING

Write in the missing word.

may moment possible talk busy

1. Do you have a minute to _____ ?

2. Is it _____ to speak with you now ?

3. Are you _____ now ?

4. _____ I speak with you for a _____ ?

LISTENING

Listen to the following requests for attention. Circle the requests that you hear.

1. a. Do you have a minute ?
   b. Do you have a second ?

2. a. Is it possible to speak with you for a minute ?
   b. Is it possible to talk with you for a minute ?

3. a. Do you have time to talk now ?
   b. Do you have a minute to talk ?

4. a. I hope I'm not interrupting anything.
   b. Could I speak with you for a minute ?
   c. Do you have a moment ?
   d. Do you have a minute to talk ?

Now take turns reading the following expressions. Circle any words you don't understand.

USEFUL EXPRESSIONS: When the boss has time to talk.

Excuse me.
Pardon me.
I hope I'm not interrupting anything.
Is this a good time to talk ?

What can I do for you ?
What's up ?
What's on your mind ?

Is it possible to take ...
have ...
Do you think I could take ...
have ...
I'd like to know if I could take ...
have ...

USEFUL EXPRESSIONS: When the boss is too busy to talk.

Are you free now ?
Do you have time to talk now ?
Do you have a minute ?
May I speak with you for a moment ?

I'm sorry. I'm on my way out.
I'm in the middle of something.
I was just about to leave.
I'm busy at the moment.

Could you come back later ?
Could you come back in a few minutes ?
I'll be with you in a minute.
a few minutes.
a while.
a moment.

WRITING/SPEAKING

Basing yourself on the above expressions, choose a partner and write two short dialogues. In the first one, the boss has no time for the worker. In the second one, the boss has time to talk.

DIALOGUE I: The boss has no time to talk.

DIALOGUE II: The boss has time to talk

LISTENING

Listen and circle the response that you hear.

1. a. I'm in the middle of something.
   b. I'm busy at the moment.

2. a. Can you come back later ?
   b. Could you try back later ?

3. a. I'll be with you in a few minutes.
   b. I'll be with you in a while.

4. a. I am busy right now.
   b. I am busy at the moment.

5. a. I'm sorry. I'm on my way out.
   b. I'm sorry. I'm busy right now.

WRITING

Your boss is very busy. What is probable that he or she will say? Write down your answers.

you	middle	with	could	busy
minutes	tied up	leave	try back	

1. I am in the _____ of something. _____

   you come back in a few _____ ?

2. I was just about to _____ . Can you

   _____ _____ tomorrow ?

3. I'm _____ at the moment. Try back in an hour.

4. I'm sorry. I'm _____ _____

right now. I'll be _____ _____ in a minute.

LISTENING/SPEAKING

Listen to the dialogues and then practice them with a partner.

A: Do you have a minute to talk now ?
B: I'm sorry. I was just about to leave.

A: I hope I'm not interrupting anything.
B: I was on my way out. Could you try back tomorrow ?

A: Are you free now ?
B: I'm busy at the moment. Could you come back later ?

A: Is this a good time to talk ?
B: I'm sorry. I'm in the middle of something. Could you come back later ?
A: O.K.

SPEAKING

Read both columns and create four dialogues with one question and one answer in each. Any question from Column A can take a response from Column B.

COLUMN A	COLUMN B
1. Is this a good time to talk ?	A. I'm in the middle of something.
2. Are you free now ?	B. I was about to leave. Can you come back later?
3. Is it possible to talk to you for a second ?	C. I'm busy right now. Can you come back ?
4. Do you have a minute to talk ?	D. I'm tied up now. Could you try back in a few minutes ?

Now look at the questions and answers above and follow the instructions to create new dialogues.

Dialogue I:	4	and	B
Dialogue II:	2	and	A
Dialogue III:	3	and	D
Dialogue IV:	1	and	C

UNIT 6: PEOPLE AND PRODUCTIVITY

USEFUL EXPRESSIONS:

How are you doing ?
How's the family doing ?
How's school ?
How have you been ?
How was your vacation (or weekend) ?

GETTING READY

1. Who is your best friend at work ?
2. Do you work with him/her ?
3. Is there someone at work that you don't like ?
4. What do you talk about with your co-workers ?
5. Can you explain "small talk" ? Why is it "small" ?
6. Why is it important at work ?
7. What topics are too serious for conversation at work ?

DIALOGUES

Listen and then practice the following dialogues.

Dialoque I: How was your weekend ?

Carlos: Hi, Víctor. **How was your weekend ?**
Víctor: Oh, hello, Carlos. It was fine, thank you.
How was your weekend ?
Carlos: It was good.
Víctor: I'm glad.

Dialogue II: Nice weather we're having.

Chris: Good morning, Antonio. **Nice weather we're having.**
Antonio: Yes. It's gorgeous.
Chris: I think I'll go to the beach this weekend.
Antonio: That's a great idea !

Dialogue III: How have you been ?

Adrian: Hi, Luis. **How have you been ?**
Luis: Oh, fine. How are you doing ?
Adrian: Pretty well. I'm going to the big game tomorrow.
Luis: Really ? This season has been a good one.
Adrian: I agree !

Sports

WRITING

Do you use small talk at work ? If so, mention some acceptable topics to talk about at work. Then, choose a partner and write a short dialogue between you and a co-worker about one of the small talk topics mentioned.

TOPIC:_____

_____

_____

_____

_____

_____

_____

_____

_____

GETTING READY

1. Do you know someone at work who talks too much ?
2. Does this person keep you from doing your work ?
3. What do you do about it ?
4. What does your boss do about it ?
5. What else can a co-worker do to keep you from doing your work?

Now study the following employee profiles. Their company has to cut costs and is deciding which employees to keep and which to fire. The company has decided to start by firing the ones who interfere with other workers' performance. After reading the profiles, decide which three you would fire if you were the boss.

PERFORMANCE PROFILE OF TEN WORKERS:

1. MARK: comes to work at least ten minutes late every day. Comes back from break five minutes late and takes an extra ten minutes at lunch. Is the first one to leave every night. Refuses to work overtime.

2. BOB: comes to work tired from drinking too much alcohol. Sometime he drinks during lunch and becomes very loud, bothering the other employees. His drinking is getting worse.

3. CAROLINE: does not follow directions well. Supervisor has to repeat the same thing many times. Still does not understand. Poor work quality.

4. MARIO: complains all the time. Hates his job. Wants to be a rock and roll star. Always depresed and negative. Having a bad effect on co-workers.

5. LAURA: always talking about other people and spreading rumors. Talks more than she works. Creates trouble among the employees. Has trouble concentrating on her work.

6. CHRISTINE: a great worker but steals from the company. Takes products home in her purse, makes long-distance calls on the company phone, and takes office supplies home from the stock room.

7. KIMBERLY: is often absent because of being sick. Says she has serious health problems. Some people have reported seeing Kim at the stores on days she calls in sick.

8. PATRICK: did not tell the truth in his job application and interview about his age and work experience. Now, does not understand his work. His "references" do not know of him.

9. RON: works very hard--maybe too hard. Always asking questions and wanting comments about the work he is doing. This is bothering his supervisor. Difficult to work with because he is so nervous and worried.

10. SUSAN: does not do her part of the work. Is very popular, so other workers don't see that she is not working. Other workers have to do her part of the work if they want to finish he job.

SPEAKING

Review the above profiles and answer the questions.

1. Which of the above employees would you like to work with ?
2. Which could interfere with the type of work that you do ?
3. Which ones can affect most the productivity of a company?

WRITING

Now write your own profile as a worker. Include your best qualities and your areas of improvement.

_____

_____

_____

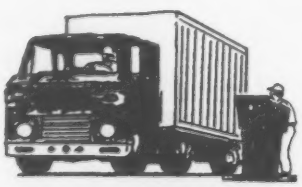
_____

_____

_____

SPEAKING

1. Are you popular at work ?
2. Are you a productive worker ?
3. If people at work liked you more, would you be more productive?
4. Do you see any link between social relations at work and productivity ?



CASA SANCHEZ

Module 4

LISTENING SCRIPT AND ANSWER KEY

UNIT 3: GIVING NOTICE, FORMAL

GETTING READY -- p. 7

1. T
2. F
3. T
4. F
5. T

READING -- p. 7

Formal = in writing

Informal = asking directly

WRITING -- p. 8

Following is a sample memo for all memos in Unit 3:

(date)

Dear Mr. LaFosse,

I would like to request Thursday, September 14 off as a personal holiday because it is my birthday. Thank you.

Sincerely,

_____
(signature)

UNIT 4: GIVING NOTICE, INFORMAL

WRITING -- p. 15

1. headache
2. backache
3. earache
4. stomachache
5. toothache
6. muscle ache
7. sore throat
8. sore feet
9. stuffy nose or cold

LISTENING -- p. 20

1. stomach
2. feet
3. head
4. ear
5. nose
6. back
7. muscles
8. throat
9. finger
10. tooth

WRITING -- p. 20

1. his
2. his
3. his
4. her
5. its
6. their
7. her
8. their
9. their
10. its

WRITING -- p. 21

1. feel
2. headache
3. come
4. feet
5. throat

LISTENING -- p. 22

1. B I have a toothache.
2. C I have a stomachache.
3. C My neck hurts.
4. C My legs hurt.
5. B ... I can't come to work today.
6. B I'm sorry to hear that.

   A Are you coming in tomorrow ?

   B You should take it easy.

UNIT 5: APPROACHING MANAGEMENT

LISTENING -- p. 24

1. B
2. G
3. B
4. G
5. B

WRITING -- p. 26

1. talk
2. possible
3. busy
4. May, moment

LISTENING -- p. 26

1. A
2. B
3. A
4. B

LISTENING -- p. 29

1. A
2. B
3. A
4. B

5. A

WRITING -- p. 29-30

1. middle, Could, minutes
2. leave, try back
3. busy
4. tied up, with you

SPEAKING -- p. 31

All questions in Column A can be matched with any response in Column B.

Casa Sanchez

Module 5

Overcoming Obstacles At Work

BEST COPY AVAILABLE

Project EXCEL

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INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Casa Sanchez, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient workers. Our goal is to assist them in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25-year-old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC focuses Project EXCEL on limited English-proficient (LEP) workers because they comprise the vast majority of the workforce at Casa Sanchez, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of S.F.'s economy, and the local labor force is increasingly low-skilled and limited English proficient, while industry is demanding a more literate and skilled workforce.

CASA SANCHEZ, INC.

Casa Sanchez, Inc. is a family-owned manufacturer and wholesaler of tortillas, tortilla chips, salsa, and other Mexican food items. Started in 1924 by the grandfather of the current owner, Casa Sanchez is well known for its authentic, high quality products in the San Francisco Bay Area.

Casa Sanchez operates a taqueria in the Mission district in heart of the City's Latino American community, and distributes its products to restaurants, grocery stores and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled workforce. Workplace literacy training at Casa Sanchez translates into enhancing employees' ability to communicate effectively with managers and receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

Curriculum Designed for Casa Sanchez, Inc.

The Curriculum for Casa Sanchez, Inc. is designed by a team of educators from CRDC. The team met with the management, supervisors and workers to assess the needs at the workplace. The team also conducted observation and participatory work to identify specific job and communication skills needed on the job.

Project EXCEL staff worked closely with management and workers at Casa Sanchez, and received consistent feedback before the curriculum was finalized.

Goals and objectives of each module are explained in the front section of each module.

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TEACHING GUIDE

The first two units of this Module are designed to familiarize the worker with the types of values that American employers will use to assess their performance at work. The units can be used in at least two ways: 1) to increase the worker's vocabulary in discussing or answering questions about work habits and the performance of his/her job, and 2) as a way of acculturating the foreign worker into American work ethics.

When the units are used for the first purpose, the instructor should remember that these units were designed for Spanish-speaking workers and therefore the cultural background and the vocabulary emphasized and practiced most is composed of words that are not cognates with Spanish. Should the student population not be Hispanic, then the instructor may want to include in quizzes and vocabulary reviews words that are also of Latin origin since these may be quite different in the non-Hispanic student's native language.

If the instructor is using the units for the second purpose stated above, then he/she should ask the students about the fundamental differences between working in the U.S. and working in their native countries and the different employer expectations that exist back in their native countries and in the U.S.

It is also strongly advised that instructors procure the job evaluation forms that are actually used at the workers' site. If that is possible, then the forms used in this module should be used as points of departure, ultimately helping the student fill out and analyze those that are more pertinent to his/her workplace. It is also highly recommended that students not only discuss their experiences with job evaluations but that they actively role play the part of supervisors or managers so as to internalize the American thinking process more thoroughly. This can be achieved through class discussions, narration of personal experiences, and especially by the analytical thinking involved in "writing up" the imaginary employees working under them.

Unit 3 deals with prejudice and stereotypes. The instructor should make two points clear from the beginning and emphasize them at every opportunity: 1) we all hold stereotypes and prejudices of one kind or another and what differentiates us is how well we keep these in check or overcome them; and 2) if we become victims of prejudice we should not let the ideas and stereotypes of others interfer with everyday business and money-making. Everyone can be a potential customer and victims of prejudice are doing themselves a financial disservice when they seek out as customers only to those who are accepting of them.

This unit relies heavily on visual aids so as to demonstrate the superficiality of stereotypes and other kinds of prejudice. Role playing and role reversal should also be key components of these lessons because they emphasize the pervasive nature of prejudice. It is invaluable for the instructor to create as many imaginary scenarios as possible (obviously, taken from the work context of the students) and have the students act out the situations, immediately following this with a discussion as to how to overcome these obstacles and turn them into business opportunities.

Unit 4 helps the workers recognize possible everyday mistakes that they may have made or may be making. At the beginning it is useful to objectify the fictitious workers whose mistakes are being discussed. Some students find it difficult to admit having made mistakes; others are fearful for their job security if they confess having made this or that error. It is advisable, therefore, to begin by talking about imaginary characters and that the instructor later personalize these situations during the third part of each case (i.e., during the discussion section).

It is also highly recommended that the TRUE or FALSE sections be done first, just to make sure the students have clearly understood the brief story that sets up the fictional character and his mistake. In addition, the initial paragraph can be used as a way of practicing pronunciation and vocabulary building. Writing sections have been provided so discussion about the topics can be made concrete and so analytical thinking can be extended to writing up solutions to mistakes commonly perceived at work by the students.

Lastly, Unit 5 raises the discussion of work-related hazards and personal injuries. The Unit introduces the topic by presenting the parts of the body most often injured by driver-deliverers and food makers along with the most commonly used "accident" verbs for that worker population. Throughout the unit the instructor should concentrate equally on: 1) the types of accident that happen, 2) what should be done when they happen (reporting them), and 3) what preventive measures can be taken to avoid having them in the first place.

This type of work-related problem lends itself very well to role play, as different students can practice the conversations that happen between an injured employee and his supervisor and physician. It would be advisable for the instructor to interview employers (in all confidentiality) and collect from them reports of past injuries in the company or department, concentrating on the most common ones, and role play them. This introduces and practices the most pertinent vocabulary. In this way, the employees are being prepared for the situations most likely to happen to them at work and the type of injury reporting that they may one day have to face.

Finally, the instructor may want to collect or photocopy signs that are displayed at the workplace and that the workers see daily. He/she can then lead a class discussion on the meaning and usefulness of such signs and the way in which they help prevent accident and injuries. Time permitting, the instructor may also want to introduce the company's policy on reporting accidents and the type of medical insurance that the employer offers and how to fill the required forms for filing a claim.

Acknowledgement of contribution to Module 5 course material:

David Hemphill, Barbara Pfaffenberger and Barbara Hockman; The Working Culture, Book 2; Prentice Hall.

Priscilla Karant; Storylines; Newbury House Publishers.

Deena R. Levine, Jim Baxter and Piper McNulty; The Culture Puzzle; Prentice-Hall, Inc..

Irene Frankel and Cliff Meyers; Crossroads, 1 (Student Book); Oxford University Press.

Linda Mrowicki; Let's Work Safely!; Linmore Publishing.

E.C. Parnwell; The New Oxford Picture Dictionary; Oxford University Press.

Patricia E. Zevin; Oxford Picture Dictionary of American English, Beginner's Workbook; Oxford University Press.

OBJECTIVES OF MODULE 5

This module groups different aspects of working in the food industry which may prove to be challenging or personally dangerous to the employees. Some aspects involve work habits, others involve experiencing the prejudice that comes from stereotypes held by some customers, while others involve mistakes commonly made in the food industry plus safety hazards and prevention typical in that industry.

The material has been designed for students at the high beginning and low intermediate levels (ESL 300-400 levels).

The specific objectives of this module are:

1. Reading and understanding performance evaluation forms.
2. Understanding the managerial mentality that goes into assessing workers' strengths in the American workplace.
3. Examining the nature of prejudice and stereotypes in general, including race, ethnicity, gender, and age.
4. Practicing ways to manage other people's prejudices so as to carry on with business in the face of prejudiced clients.
5. Learning to prevent some of the most common mistakes made by driver-deliverers and food preparers in the industry.
6. Introducing the student to the vocabulary related to parts of the body, "accident" verbs, and the reporting of accidents.
7. Learning what are the most common sources of accidents in the food preparation and delivery industry.
8. Writing reports communicating a work-related accident.
9. Identifying and responding to signs warning against possible work-related hazards and injuries.

UNIT 1: DOING YOUR BEST

DIALOGUES:

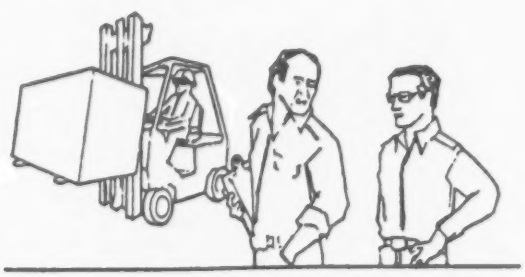
Choose a partner and practice reading the following dialogues, then answer the questions.

DIALOGUE I: Excellent Job Skills

Andres: Hi, Marta, why are you so happy?
Marta: I just got my job performance evaluation and it's great!
Andres: What did your boss say?
Marta: He said that I have excellent job skills.
Andres: Congratulations!

DIALOGUE II: The Quality of my Work

Carlos: What's the matter, Sergio?
Sergio: My boss called me in for my evaluation.
Carlos: How was it?
Sergio: Not too good. He is not happy with the quality of my work.
Carlos: I'm sorry to hear that ...



DIALOGUE III: Willing to Learn

Eduardo: You wanted to see me, Frank?
Frank: Yes. We need to talk about your job evaluation.
Eduardo: Oh, boy... Am I in trouble?
Frank: Relax! You're willing to learn. That's what's important.
Eduardo: O.K. Give me the good news first.

2

GETTING READY

1. What is your main job ? What are your <u>skills</u> at work ? What else can you do ?

2. Is work <u>quality</u> important to you ? Why or why not ?

3. Do you like to <u>learn</u> new things to do at work ?

You have just been promoted ! You have several workers under your supervision and it's time for you to prepare their performance evaluations. Read your notes on them and fill out their evaluations.

<u>JOB SKILLS:</u>

ANDRES was a head driver in his native country. His job skills are very advanced. His concentration is very good and he is excellent with details. He does not have any problems remembering new instructions and the directions for driving to new stores where he delivers.

If you were Andres' boss, how would you evaluate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Demonstrates job skills appropriate to training level						
Remembers technical information						
Is able to focus and concentrate						
Gives attention to detail						

ROBERTO is Andres' new assistant driver. Roberto is very good at completing his job on time. He is accurate and precise when counting and delivering his products. He organizes his time and his work well. But, Roberto does not understand the overview of his work. He does not understand "the big picture" where his job fits in. Because of this, he requires constant supervision by Andres.

If you were Roberto's boss, how would you evaluate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Organizes work and time						
Completes work assigned on time						
Grasps overview of process						
Able to work without constant supervision						
Is accurate/precise						

Now evaluate yourself on your JOB SKILLS. Then, answer the questions.

		UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
JOB SKILLS	Demonstrates job skills appropriate to training level						
	Remembers technical information						
	Is able to focus and concentrate						
	Gives attention to detail						
	Organizes work and time						
	Completes work assigned on time						
	Grasps overview of process						
	Able to work without constant supervision						
	Is accurate/precise						

1. Which was your best point?

2. Where should you improve?

QUALITY WORK

CARLOS is Roberto's brother but he is not as good a worker as his brother. He is a cook. He is happy with minimum standards. He never tries to give his best at work. When Carlos does not have much time, he finishes all his work but the quality of the work is very bad. Carlos also drinks too much. He does not want to change his habits to satisfy company standards.

If you were Carlos' boss, how would you evaluate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Adapts work habits to quality standards						
Knows difference between quality and average product						
Maintains high productivity without sacrificing product quality						

WILLINGNESS TO LEARN

DELIA comes from the same town as the other workers but she was an university student. Now she is a salsa-maker. She is very intelligent and likes to learn. She is always asking questions: "How can I do this better ?" or "Can you show me how to do that ?" But, when Delia learns something and is happy with it, she does not like to change. Because she is stubborn, the company trainers have problems with her. Sometimes she thinks she knows everything.

If you were Delia's boss, how would you rate her ?

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Shows initiative/interest in learning						
Asks job-related questions for greater understanding						
Accepts guidance from supervisor/trainer						
Adopts trainer's techniques						
Is flexible						

Now rate yourself on QUALITY and WILLINGNESS TO LEARN.

		UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
QUALITY	Adapts work habits to quality standards						
	Knows difference between quality and average product						
	Maintains high productivity without sacrificing product quality						
WILLINGNESS TO LEARN	Shows initiative/interest in learning						
	Asks job-related questions for greater understanding						
	Accepts guidance from supervisor/trainer						
	Adopts trainer's techniques						
	Is flexible						

DISCUSSION QUESTIONS:

1. Which was your best point?
2. Where should you improve?

What are some problems with these workers ?

6

WRITING

Choose a partner and suppose you two are the manager and supervisor at your food store. Your employees are the previous workers. Choose one worker and write up his or her work evaluation.

INSTRUCTIONS

In Part 1: write what are the good points of this worker.

In Part 2: write which are his/her problem areas.

In Part 3: give some possible solutions to his/her job problems.

In Part 4: write any other comments or suggestions you have for this worker.

PERFORMANCE EVALUATION

OVERALL PERFORMANCE:

1. **Areas of strength and skills:**

2. **Areas needing improvement:**

3. **Suggestions for improvement:**

4. **Evaluator's comments:**

_____ _____

EVALUATOR **JOB TITLE**

VOCABULARY REVIEW

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A	COLUMN B
1. focus _____	a. not good, not bad
2. detail _____	b. concentrate
3. on time _____	c. desire, want
4. overview _____	d. direction
5. accurate _____	e. "the big picture"
6. average _____	f. at the right time
7. initiative _____	g. small parts of something
8. willingness _____	h. precise
9. guidance _____	i. energy to start something
10. stubborn _____	j. not willing to change

UNIT 2: ACHIEVING BETTER QUALITY

READING/ROLE PLAY

With a partner, practice reading the following conversation and then answer the questions.

Bob is the company manager and Mike is one of the supervisors. They have a meeting to talk about a new worker, Sna-Fu, an immigrant who has recently started to work at ABC Foods.

Bob: Hi, Mike. Did you want to talk about Sna-Fu ?

Mike: Yeah. How's he doing ?

Bob: Well, he's generally a good worker but he comes from a very different work culture.

Mike: Does he get along with the other workers ?

Bob: Sometimes he helps them but half the time he doesn't know what's happening because he doesn't understand a whole lot of English.

Mike: What else ?

Bob: Well, he doesn't call in when he's sick and he is not always on time.

Mike: He doesn't sound very dependable.

Bob: Well, he is: he takes good care of the equipment and he is a really clean guy.

Mike: Is he honest ?

Bob: No problems there. But he has problems with safety rules and timecards. Not very careful or accurate.

Mike: Maybe he should take English classes.

Bob: I'm going to tell him to think seriously about it.

Circle **True** (T) or **False** (F) according to the dialogue above.

1. Sna-Fu speaks English very well.	T	F
2. He understands everything that happens at work.	T	F
3. He helps other workers all the time.	T	F
4. He calls in when he is sick.	T	F
5. He is not very clean.	T	F
6. He is very good at observing safety rules.	T	F
7. He does not take care of the equipment.	T	F
8. He is dishonest.	T	F
9. Bob is going to fire Sna-Fu.	T	F
10. Sna-Fu understands the American work culture.	T	F

GETTING READY

1. Do you <u>help</u> other workers at your job ? When ? Why ? How?
2. Can you <u>translate</u> for another worker who speaks little or not English ?
3. Are you a <u>dependable</u> worker ? Why or why not ?
4. Are you <u>responsible for equipment</u> at work or for <u>cleaning</u> your work area ?
5. In general, <u>do you understand</u> what your supervisor or your manager wants you to do if he/she speaks to you in English ?
6. What are some major differences between working in the U.S. and <u>working in your native country</u> ?

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READING

Now read the following worker profiles. Suppose you are the manager or supervisor of these workers. How would you evaluate them ?

TEAMWORK

YEVGENY came from Russia only three months ago. He speaks almost no English and he has never said that he wants to go to English classes. He always needs an interpreter at work to understand where he and his job fit in. He has not made any friends and he doesn't always help other workers when they need his assistance. When a Russian co-worker interprets for him, Yevgeny helps other workers. But this uses up too much company time and it's too expensive.

If you were Yevgeny's boss, how would you evaluate him ?

		UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
TEAMWORK	Demonstrates communication skills					
	Cooperates with others					
	Has awareness of where help is needed					
	Assists others when needed					

ATTENDANCE AND PUNCTUALITY

MAY LING works with Yevgeny and is his partner in preparing food for the company's restaurant. When she comes to work, she always arrives on time and she never leaves early. But May Ling is often absent from work because she is a single mother of three children and she says she suffers from asthma attacks. May Ling thinks that because everybody at work knows about her problems she does not have to telephone when she is ill--so she does not. This is a really big problem when she promises to work an extra shift or on a holiday and she doesn't come in.

If you were May Ling's boss, how would you rate her ?

	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Is punctual—on time, ready for work						
Attends regularly						
Gives ample notice when ill or absent						
Is dependable/keeps agreements						

Now rate yourself on TEAMWORK, ATTENDANCE, and PUNCTUALITY.

		UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
TEAMWORK	Demonstrates communication skills						
	Cooperates with others						
	Has awareness of where help is needed						
	Assists others when needed						
ATTENDANCE/ PUNCTUALITY	Is punctual—on time, ready for work						
	Attends regularly						
	Gives ample notice when ill or absent						
	Is dependable/keeps agreements						

DISCUSSION QUESTIONS:

1. What was you best point?

2. Where should you improve?

MAINTENANCE

HANS is May Ling's ex-boyfriend and he works at the same company. He is a truck driver-deliverer and has a great talent for mechanical things. He maintains the baking machines in perfect condition and always gets replacement parts on time from his boss. Hans is fanatical about maintaining his equipment, his work area, and himself extra clean. Hans has also helped the company trainer teach a class on safety rules because in his country he was a lifeguard and was studying medicine.

If you were Hans' boss, how would you evaluate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Respects equipment and uses it properly						
Replaces equipment in correct storage area						
Reports equipment repair needs as appropriate						
Follows "clean as you go" policy						
Cleans assigned work areas at end of shift						
Observes safety rules						

OBSERVANCE OF WORK GUIDELINES

OSCAR is Hans' brother and May Ling's current boyfriend. Oscar and Hans are very different workers. Oscar always comes back late from breaks and lunch. He is inconsiderate to other workers. He never fills his timecard accurately. Oscar also smokes around flammable liquids used at work. Also, many equipment parts have "disappeared" from his work area since he started working there.

If you were Oscar's boss, how would you evaluate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
Breaks and meal periods						
Smoking						
Timecard procedures						
Security						
Respect for others						
Respect for policies						

Now evaluate yourself on MAINTENANCE and OBSERVANCE OF WORK GUIDELINES.

		UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING	
MAINTENANCE/ SAFETY	Respects equipment and uses it properly						
	Replaces equipment in correct storage area						
	Reports equipment repair needs as appropriate						
	Follows "clean as you go" policy						
	Cleans assigned work areas at end of shift						
	Observes safety rules						
OBSERVANCE OF WORK GUIDELINES	Breaks and meal periods						
	Smoking						
	Timecard procedures						
	Security						
	Respect for others						
	Respect for policies						

DISCUSSION QUESTIONS:

1. What was your best point?

2. Where should you improve?

WRITING

Now choose a partner and write the performance evaluation of one of the previous workers. Follow the INSTRUCTIONS at the end of UNIT 1.

PERFORMANCE EVALUATION

OVERALL PERFORMANCE:

1. **Areas of strength and skills:**

2. **Areas needing improvement:**

3. **Suggestions for improvement:**

4. **Evaluator's comments:**

_____ _____

EVALUATOR **JOB TITLE**

VOCABULARY REVIEW

Match the words in **COLUMN A** with their definitions in **COLUMN B.**

COLUMN A		COLUMN B
1. teamwork	_____	a. on time
2. punctual	_____	b. to make better
3. notice	_____	c. breakfast, lunch and dinner
4. ill	_____	d. how you do your work
5. agreement	_____	e. notification
6. meals	_____	f. procedures
7. guidelines	_____	g. a <u>very</u> good point
8. performance	_____	h. working as a group
9. improvement	_____	i. a promise
10. a strength	_____	j. sick

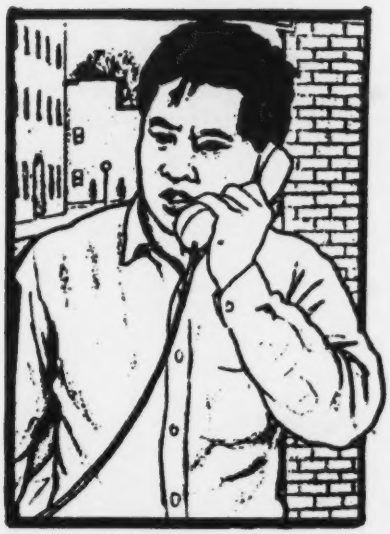
UNIT 3: PREJUDICE AND STEREOTYPES

VOCABULARY			
ethnicity	nationality	race	stereotype
prejudice	majority	minority	mainstream

SPEAKING

Look at the pictures and answer the questions. Then, discuss your answers with the class.

PICTURE 1



PICTURE 2

PICTURE 3

PICTURE 4

PICTURE 5

PICTURE 6

Now complete the chart by answering the questions. Write Y for YES and N for NO.

Question 1: Is this person intelligent ?

Question 2: Is this person honest ?

Question 3: Is this person dependable ?

Question 4: Can this person speak English well ?

Question 5: Is this person a U.S. citizen ?

Question 6: Is this person good for my business ?

When you finish, total the number of YES answers that you have for each picture.

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	# OF YES
PICTURE 1							
PICTURE 2							
PICTURE 3							
PICTURE 4							
PICTURE 5							
PICTURE 6							

GETTING READY

1. How did you decide YES or NO for the questions above?
2. Could you have made a mistake?
3. Which racial groups do the people in the pictures represent?
4. Is there one person in the pictures with whom you don't want to work?
5. Are some of your decisions based on race or appearance?
6. Do you imagine things about people before you really know them?

WRITING

Finish the sentences with your opinions about American people.

Example: All Americans eat alone very frequently because they are too busy to have a family life.

1. All Americans are _____

_____

2. All Americans have _____

_____

3. All Americans want _____

_____

4. All Americans go _____

_____

SPEAKING

Discuss your answers with the class. Do you agree or disagree with their answers? Why?

MATCHING

You may have heard <u>stereotypes</u> (false generalizations) about different social groups. Some are listed below. Match the groups in Column A with their stereotypes in Column B.

COLUMN A	COLUMN B
1. All Blacks _____	a. like tortillas
2. All Jews _____	b. are good dancers
3. All Mexicans _____	c. wear funny clothes
4. All Chinese _____	d. like hamburgers
5. All Arabs _____	e. are "tight" with money
6. All Americans _____	f. are small and quiet

SPEAKING

Discuss your answers to the exercise above with your classmates by answering the following questions.

1. Did all of you have some matchings in common ?
2. Do you personally agree or disagree with these stereotypes ?
3. Why do you think some people believe that these stereotypes are true about the entire group ?
4. Can you explain what a "generalization" is ?
5. How can stereotypes (generalizations) be dangerous ?

WRITING

Choose a partner and write your answers to the following questions.

1. Do all people of the same racial or cultural group wear the same clothes, eat the same foods, or think in the same way ?

2. Why do some people think that all members of a group are the same ?

3. Do you agree ? About which groups ? In which situations ?

4. What do other people think about your racial or cultural group?

5. In your work, do you find people who don't like your racial or cultural group ?

6. How does it make you feel ?

7. What can you do about it ?

MATCHING

Now match the terms in COLUMN A with their definitions in COLUMN B.

COLUMN A	**COLUMN B**
1. majority _____	a. your cultural group
2. mainstream culture _____	b. your country of citizenship
3. prejudice _____	c. your racial group
4. minority _____	d. a generalization about a group
5. ethnicity _____	e. a bad opinion made <u>before</u> you know the other person
6. stereotype _____	f. a group of more than 50%
7. race _____	g. a group of less than 50%
8. nationality _____	h. the dominant culture in a country

SPEAKING/WRITING

Choose a partner and interview him/her using the following questions.

Your partner's name: _____

1. What is your **ethnic origin** ? What is your **ethnicity** ?

_____

2. What is your **nationality** ?

_____

3. Have you been the victim of racial or ethnic **prejudice** ?

_____

_____

4. What **stereotypes** do some people have of your nationality ?

_____

_____

5. Are you part of the ethnic **majority** in the U.S. ?

_____

6. If you need to be more **mainstream** American, what do you have to do ?

_____

_____

7. When and where is it necessary for you to be more mainstream ? With whom ?

_____

_____

SPEAKING

Review the above answers which your partner gave you. Now present your partner to the rest of the class basing yourself on his/her answers.

WRITING

With a partner, choose one of the following situations and answer the questions in writing.

SITUATION # 1

You go to deliver products at a store. The receiving clerk is new and he tells you that he is going to have problems working with you because he does not like your racial group.

A. What do you do ?

_____

_____

B. What don't you do ?

_____

_____

SITUATION # 2

A customer walks into the restaurant where you work. She tells you to be extra careful with her food. She knows that "your people" are not always clean.

A. What do you do ?

_____

_____

B. What don't you do ?

_____

_____

SITUATION # 3

A store manager tells you that she is surprised that you are so intelligent. She did not think that "your people" were generally very intelligent.

A. What do you do ?

_____

_____

B. What don't you do ?

_____

_____

SITUATION # 4

You go to deliver some products and the store manager always pretends that he does not understand your English. He says he needs an interpreter. But all the other workers understand you very well.

A. What do you do ?

_____

_____

B. What don't you do ?

_____

_____

SPEAKING

With your partner, role play your chosen situation for the class. Then answer the following questions.

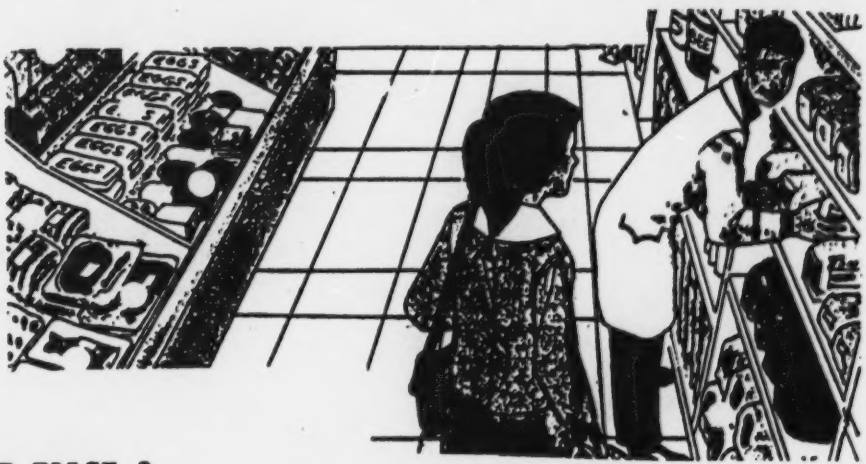
1. What do all your A answers have in common ?
2. What do all your B answers have in common ?
3. What are some false solutions for dealing with prejudice ?
4. Why are those false solutions bad for business ?

UNIT 4: POSSIBLE MISTAKES

Read the following situations and answer the questions about some common mistakes made by food preparers and driver-deliverers.

BEATING THE COMPETITION

Abdul has been working for ABC Foods for years but now his boss is not very happy with him. Everyday Abdul comes back to his boss and tells him that ABC Foods does not have enough shelf space at the different stores where he delivers. His boss tells him, "That is your problem. Get more shelf space ! That's why I pay you !"



TRUE OR FALSE ?

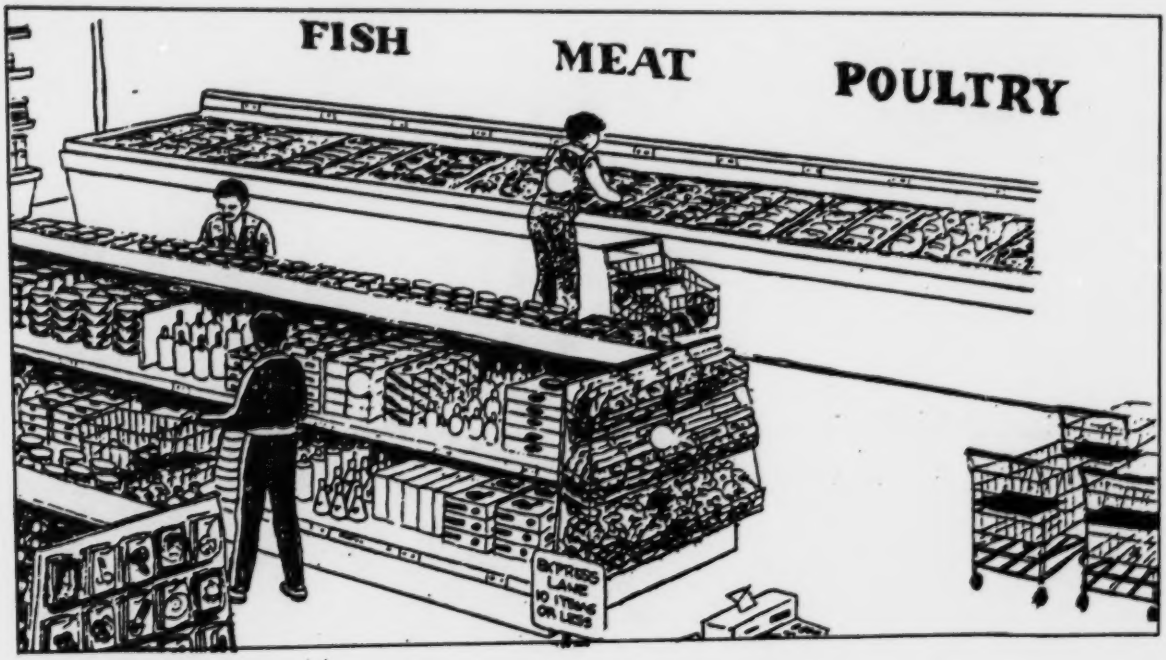
1. The boss is very happy with Abdul. T F
2. ABC has a lot of shelf space. T F
3. Abdul's boss has a lot of ideas for Abdul's boss. T F

NOW, DISCUSS IT.

1. Why doesn't Abdul have more shelf space ?
2. What can Abdul do to get more shelf space at his stores ?
3. Can his boss help him ?
4. Not enough shelf space: Is this Abdul's problem ? Is it the boss's problem ?

KEEP IT CLEAN:

Mario delivers at many stores during the day. He likes some stores but he hates his last stop. Everyday he finds that the shelves and the racks are dirty. There are spills on the shelves and dust on the racks. This makes the products look dirty and ugly. Customers don't want to buy from dirty shelves or dusty racks. Mario's products are not selling very well. His boss is upset with Mario.



TRUE OR FALSE ?

1. Mario hates his last stop. T F
2. The shelves and racks are not a problem. T F
3. Mario's products are very popular. T F

NOW, DISCUSS IT.

1. Is it Mario's responsiblity to keep the shelves and racks clean?
2. What can Mario do ?
3. Can his boss help him ? How ?

IT SLIPPED MY MIND:

Javier is a good worker. He is careful driving the truck and he delivers at all his stores everyday. He has one small problem: very often he forgets to bring enough products for the shelves. Javier arrives at a store, the racks and the shelves are clean, he has a lot of space, but he only has half the products he can sell. The boss likes Javier but he is losing money with this worker.

TRUE OR FALSE ?

1. Javier does not deliver to all his stores. T F
2. Javier has a bad memory. T F
3. Javier is saving the company money. T F

NOW, DISCUSS IT.

1. If you have a bad memory, what can you do about it ?
2. How can you not make Javier's mistake ?
3. Why is Javier an "expensive" worker ?

WRITING

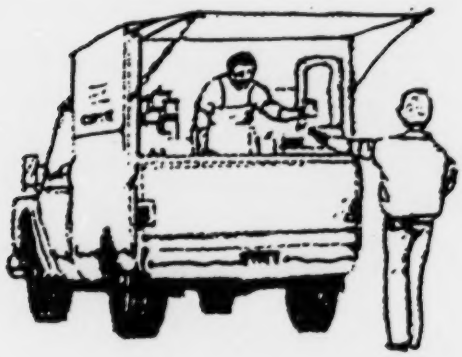
Choose a partner and write your answers to the questions below.

1. Describe a common mistake in the work that you do.

2. A. Select one of the workers above: Abdul, Mario, or Javier.
   B. Write down a solution to his problem.
   C. Have you had a similar problem ?
   D. What solution did you give it ?

CAN YOU GIVE ME A HAND ?

Sergio is generally a good worker but he is not very organized. Often he does not have time to deliver on time to all of his stores. Sometimes he has to skip some stores. His boss has told Sergio that if this continues, he will be fired. Sergio has an idea: he is going to ask another driver, one of his friends, to help him with some stores.



TRUE OR FALSE ?

1. Sergio has superior skills in time organization. T F
2. Sergio does not have any friends. T F
3. Sergio's boss is going to give him a promotion. T F

NOW, DISCUSS IT.

1. Why does Sergio have a problem serving all his customers ?
2. What can he do about his problem ?
3. Asking another driver for help: is that **the best** idea ?

POSSIBLE CUSTOMERS:

Alex arrived from Russia only one year ago. He delivers to many stores in the city. Recently, Alex was stopped by an interested store manager from a store where Alex does not deliver. The manager asked him many questions about Alex's products. Alex thought that the manager had too many questions. Alex was in a hurry and he did not answer the manager with many details. Alex promised the manager that he would tell him more "next time". This time Alex had too many stores on his route and he did not want to be late.

TRUE OR FALSE ?

1. The store manager is not interested in Alex's products. T F
2. Alex likes to talk about his company's products. T F
3. Alex has a lot of free time on his route. T F

NOW, DISCUSS IT.

1. What is your impression of Alex's reaction ?
2. What should he have done ?
3. Does Alex think of himself as a company representative or salesman ? How does Alex see himself at ABC Foods ?
4. Did Alex save or lose money for his company ?

BRIGHT IDEAS:

Martin has worked for ABC Foods for more than ten years. During this time, the company has had many "ups and downs". Martin just does his job, collects his check, and keeps quiet. Martin has seen many mistakes made by other people at the company. But he has not said anything to improve the quality of the products or of the service. Martin thinks that making suggestions, giving solutions, or thinking of new ideas is not his job. He only drives a truck for the company and sometimes helps prepare food.

TRUE OR FALSE ?

1. Martin likes to talk a lot at work. T F
2. Martin is always making suggestions. T F
3. Martin is a truck driver/deliverer. T F

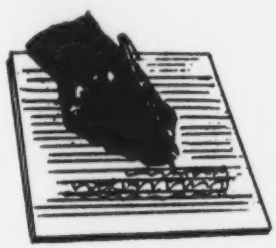
NOW, DISCUSS IT.

1. Is Martin a good worker ?
2. Martin's company does not pay him to think, only to drive. Do you agree or disagree ?
3. If Martin helps his company, does he help himself ?

WRITING

Choose a partner and write your answers to the questions below.

1. Describe a problem that you see at your work.
   Can you give a solution to this problem ?

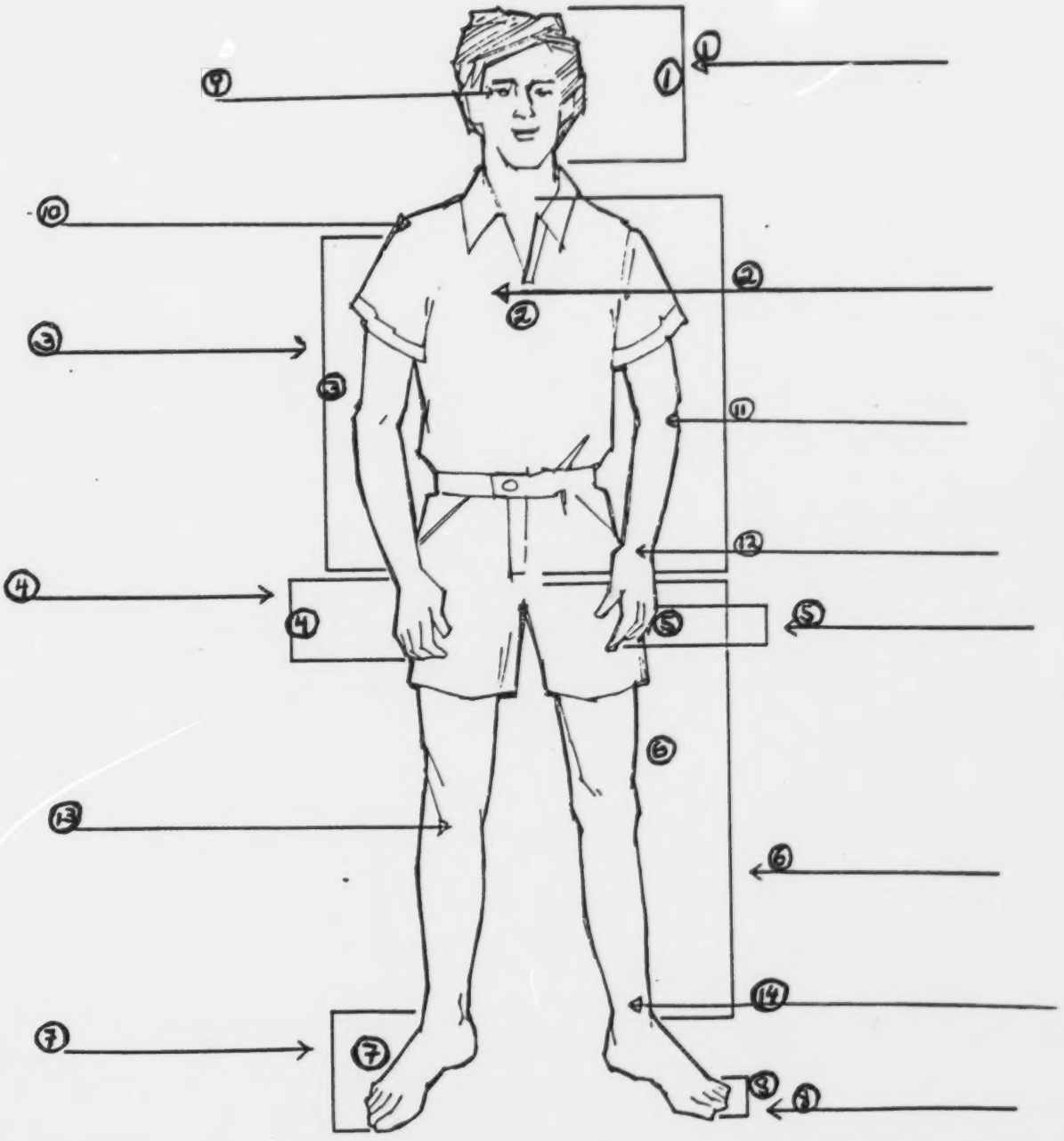


2. A. Select one of the previous workers: Sergio, Alex, or Martin.
   B. Describe what solution you can give to his mistake.
   C. Have you had a similar problem ? Describe it.
   D. What solution did you think of ?

UNIT 5: SAFETY ON THE JOB

WRITING

Look at the parts of the body and write the words for them in the spaces provided.



MATCHING

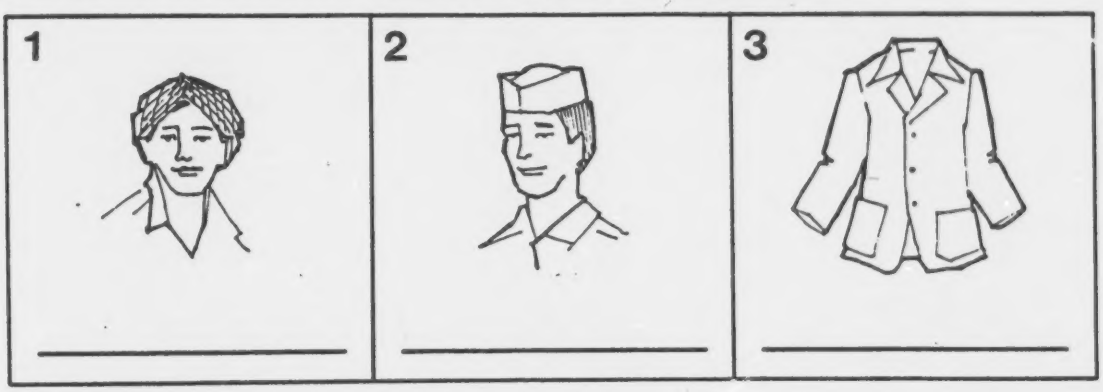
Look at the pictures and write which of the restaurant workers is using a ...

a. cap worker # _____

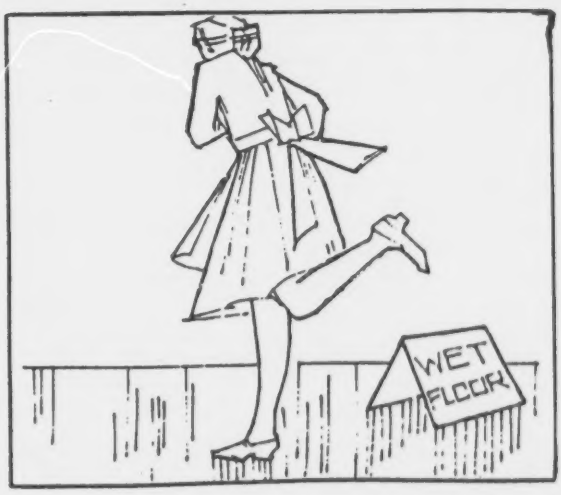
b. uniform worker # _____

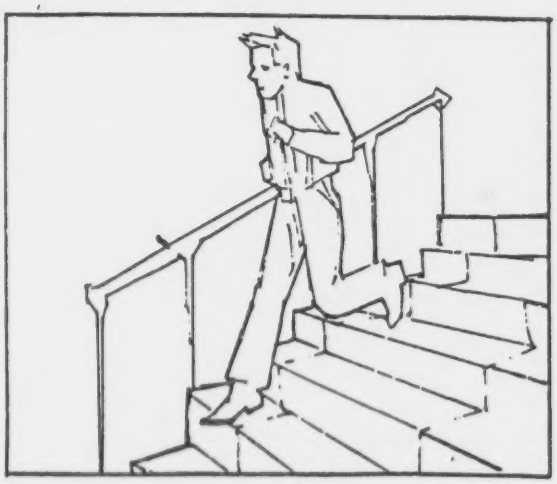
c. hairnet worker # _____

Now write each word under the appropriate picture.



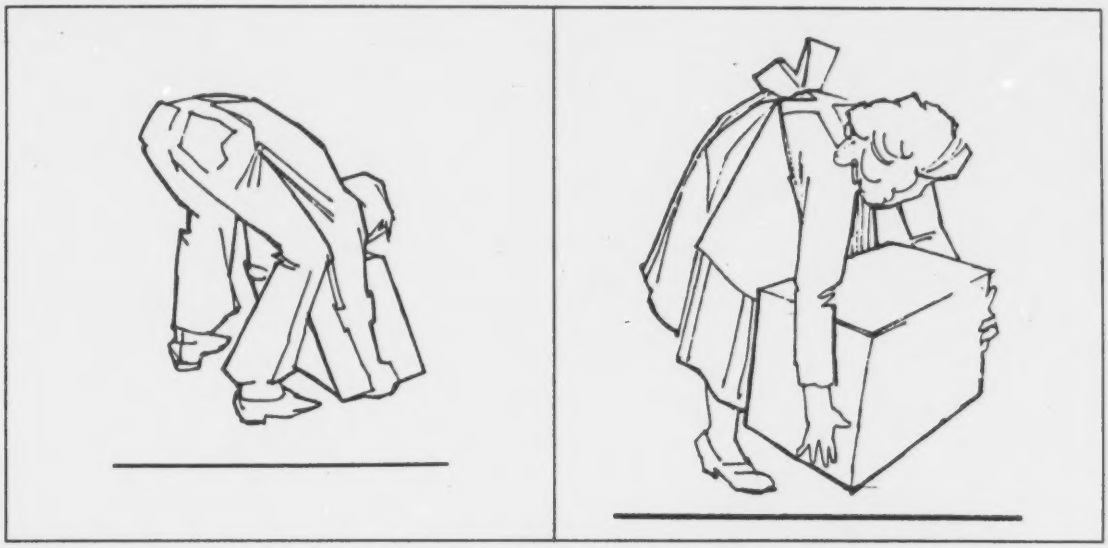
1. Why are some headcovers and types of clothing necessary for some jobs ?
2. Does your job provide you with any of them ?
3. How should restaurant workers dress ? And drivers/deliverers?



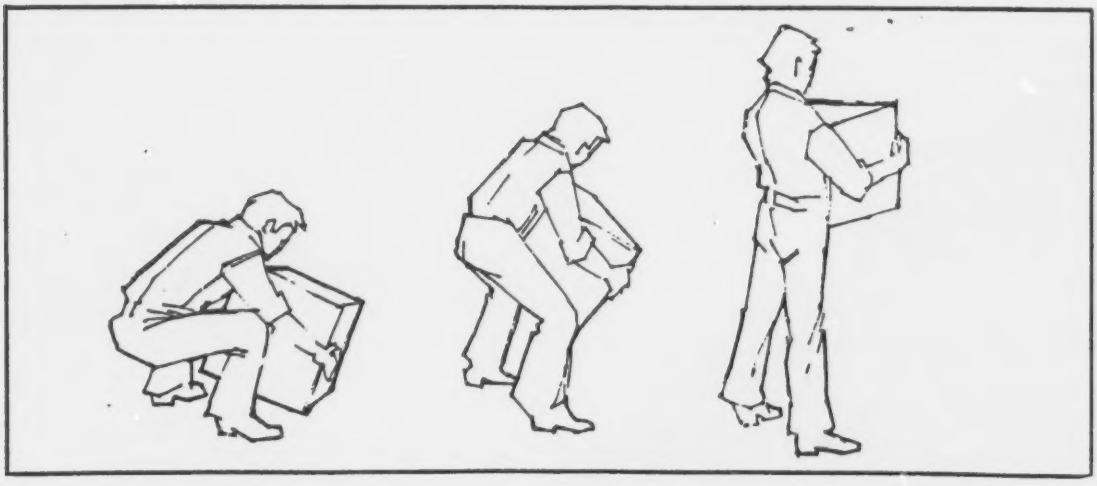


What can happen to these workers ? What should they do?

SPEAKING



Why are these workers lifting these boxes <u>the wrong way</u> ?



Why is this worker lifting the box <u>the right way</u> ?

Do you have to lift heavy boxes at your job ? Explain.

Show the class how you lift them.

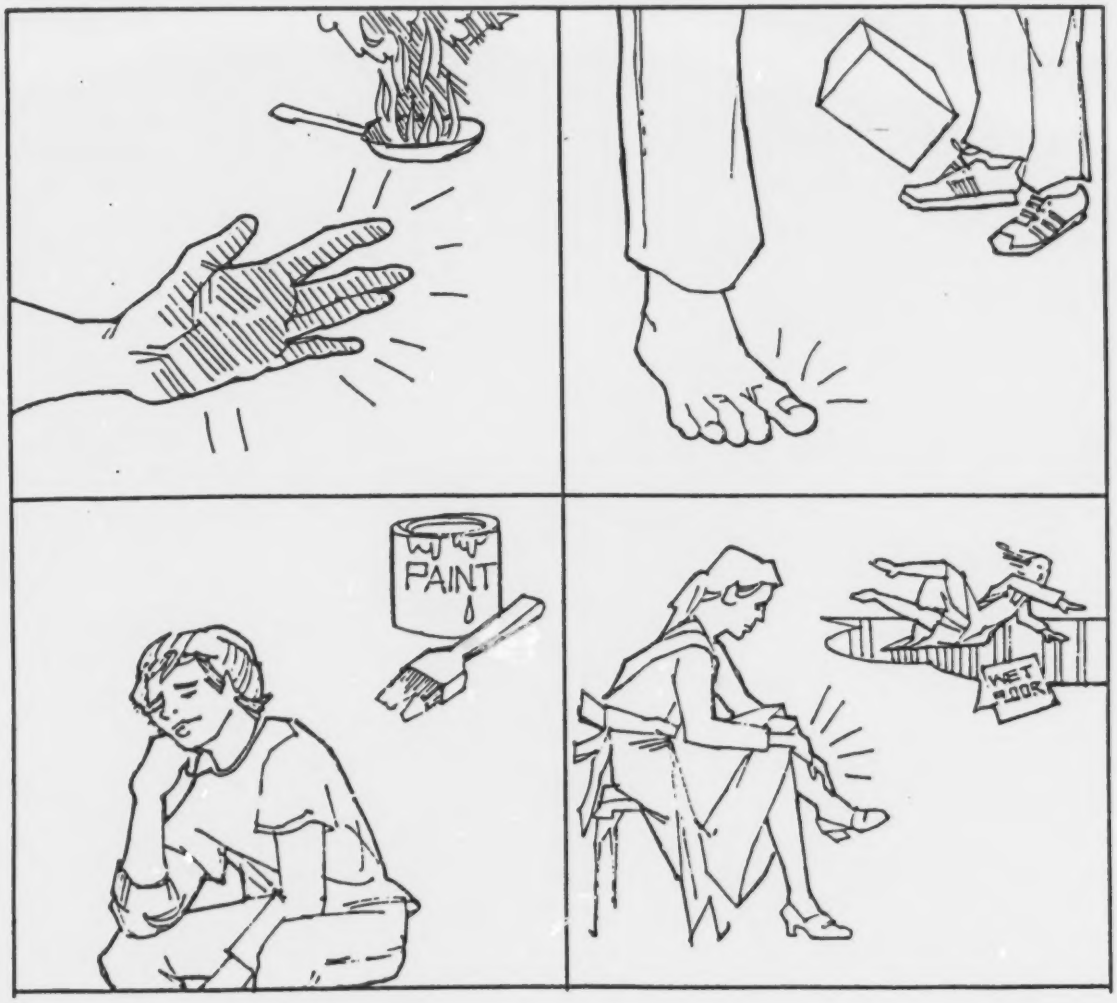
VOCABULARY

cut smashed hurt burned hit

bumped sprained fighting playing

SPEAKING

What happened to these workers ?



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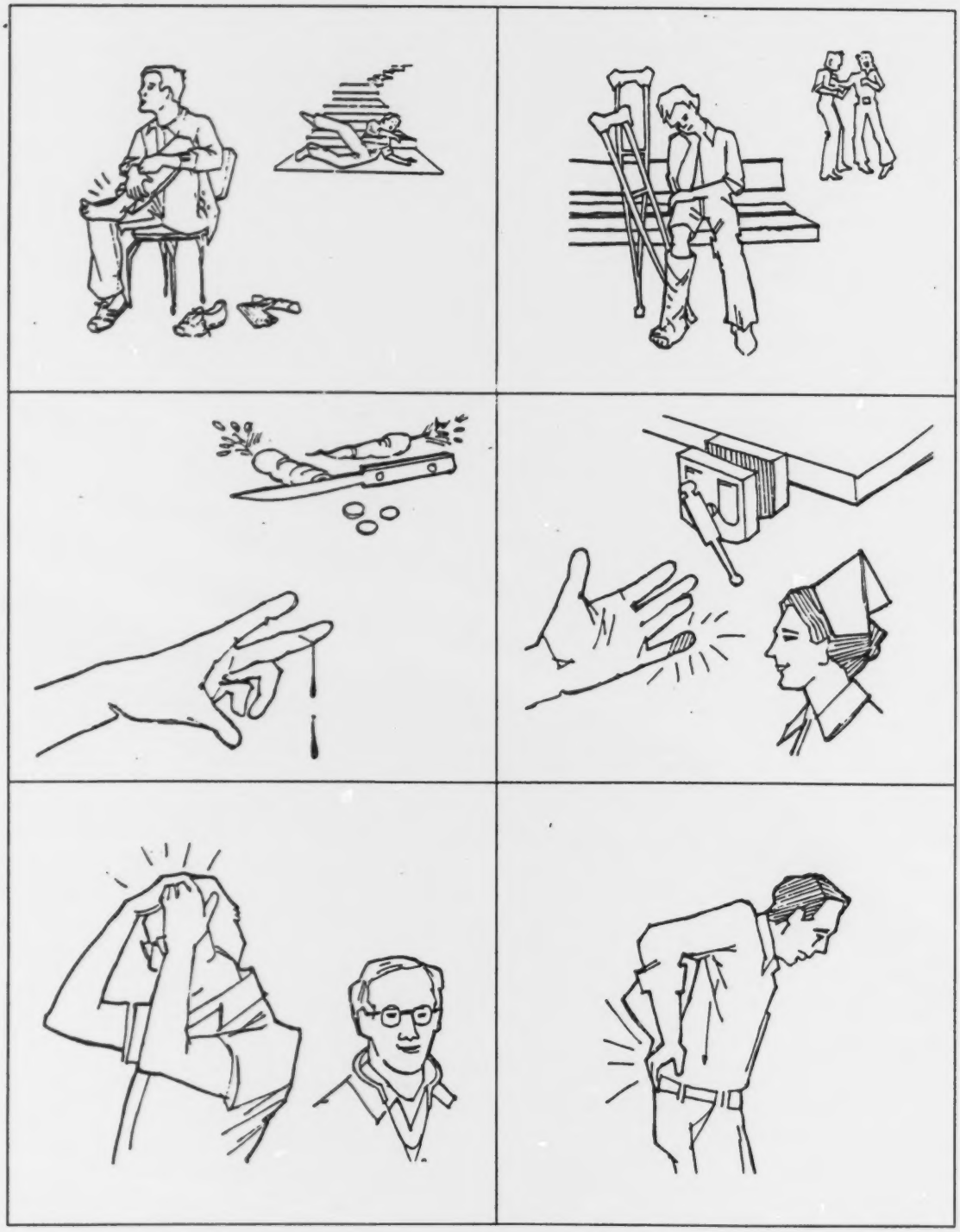


SPEAKING

Practice the following conversations with a partner.

1. Two workers are talking.

A:

Another worker has an accident.

You ask what happened.
You check to see if it's serious.
You give advice to the other driver.

B:

You cut your hand with a knife.

2. A worker is talking to the boss.

Boss:

You ask the worker what happened.

You check if the accident is serious.
You give the worker advice.

Worker:

You have something in your eye.
It is not serious.

3. Two workers are talking.

A:

You see another worker have an accident.
You ask what happened.
You give advice.

B:

You cut your finger preparing food.
Your finger hurts very much.

4. A worker is talking to the manager.

Manager:

You see an accident and ask what happened.
You give advice.

Worker:

You fall and hit your head.

You are not well.

WRITING

Look at the pictures and with a partner fill out the ACCIDENT REPORT FORMS.

1 ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

2 ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

3 ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

4 ACCIDENT REPORT FORM

NAME _____

DATE OF INJURY _____ TIME _____

TYPE OF INJURY	BODY PART INJURED	
____bruise	____ankle	____ear
____burn	____arm	____eye
____cut	____back	____leg
____fracture	____chest	____toe
____poisoning	____finger	
____shock	____foot	
____sprain	____hand	
____strain	____head	
OTHER: _____	OTHER: _____	

HOW DID THE ACCIDENT HAPPEN?

_____

_____

SIGNATURE _____

DATE _____

SPEAKING

Do the following conversations about reporting accidents.

1. A worker is talking to the boss.

Boss:	Worker:
A worker has an accident. Ask what happened. Ask if it is serious. Tell him to see the nurse.	You fall down the stairs. You hurt your back. Tell the boss.

2. Two workers are talking.

A:	B:
Your co-worker has an accident. Ask him what's the matter. Tell him/her to report the accident to the supervisor. Tell him to see the nurse.	A box falls and hits you on the head. You have a very bad headache.

3. A worker is talking to the supervisor.

Worker:	Supervisor:
You cut your leg on a piece of metal. It is a very bad cut. You report the accident to the supervisor.	Ask the worker what happened. Tell him/her that you will call an ambulence.

READING

Read the dialogue and answer the questions about reporting an accident.

Rosa Rodríguez recently had an accident. She is reporting it to her supervisor.

Rosa: I want to report an accident.
I fell down the stairs.

Supervisor: Did you hurt yourself ?

Rosa: Yes. My back hurts very much.

Supervisor: What happened ?

Rosa: Someone dropped a container of salsa on the stairs.
I was going down the stairs and I slipped and fell.

Supervisor: I will go look at the stairs.
They have to be cleaned up.
You should go see a doctor.

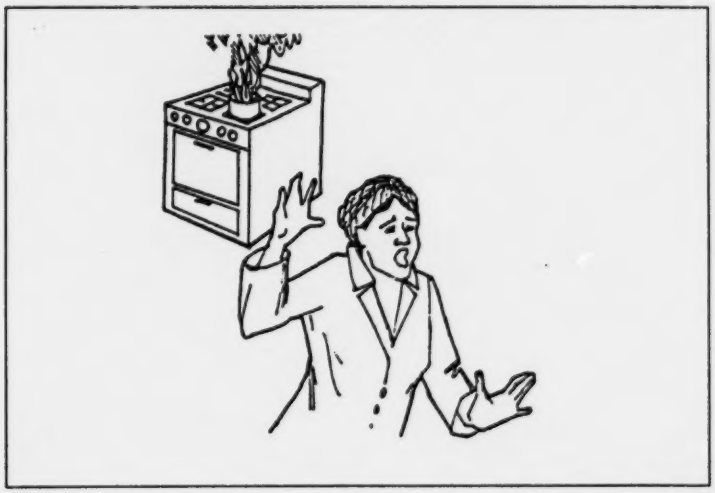
Rosa: OK. Thank you.

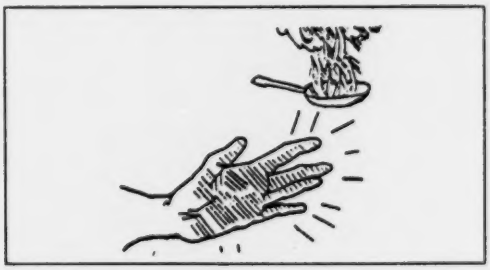
Now review the dialogue, read the following sentences and circle TRUE or FALSE.

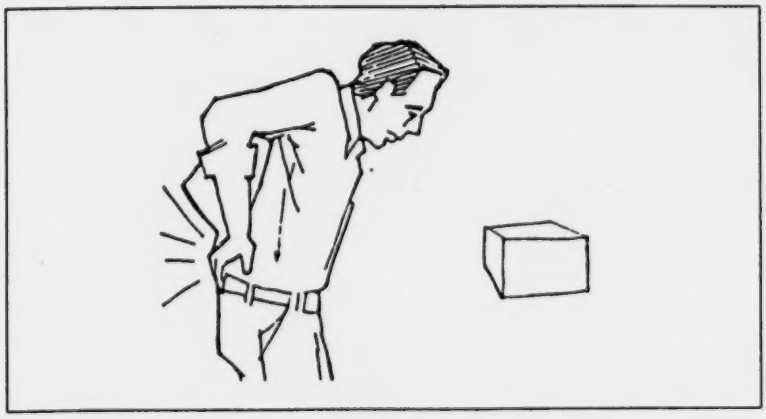
1.	Rosa fell down the stairs.	TRUE	FALSE
2.	The stairs were wet.	TRUE	FALSE
3.	Rosa was not hurt.	TRUE	FALSE
4.	The stairs are safe.	TRUE	FALSE
5.	The supervisor is going to check the stairs.	TRUE	FALSE

WRITING

Look at the pictures and use the following forms to report accidents common to driver/deliverers and restaurant workers. Use today's date and time.







Look at the pictures again and then report the accidents by filling out the forms. Use your name and today's date and time.

1 ACCIDENT REPORT FORM

NAME: _____

DATE OF ACCIDENT: _____ TIME: _____

SIGNATURE: _____ DATE: _____

TYPE OF INJURY:

HOW DID THE ACCIDENT HAPPEN?

2 ACCIDENT REPORT FORM

NAME: _____

DATE OF ACCIDENT: _____ TIME: _____

SIGNATURE: _____ DATE: _____

TYPE OF INJURY:

HOW DID THE ACCIDENT HAPPEN?

SPEAKING

1. What are some accidents that have happened at your job?
2. Have you ever had an accident at work or anywhere else ?
3. If you have an accident at work, what do you need to do ?
4. What do you do when you need to report an accident at your job?

WRITING

Choose a partner and write the answers to the questions.

1. What are some common accidents with driver/deliverers ?

_____

_____

2. What are some common accidents with restaurant workers and cooks ?

_____

_____

3. How can the above accidents be prevented ?

_____

_____

SPEAKING

Explain what the <u>safety signs</u> mean and when/where they are used. You may find some of them in your place of work and others outside when you are driving or delivering.

①

②

③

④

⑤

⑥

CASA SANCHEZ

MODULE 5

ADDENDA

CASA SANCHEZ
MODULE 5
Unit 1

Profile Comprehension Quiz

ANDRES

T F He was a driver in his native country.

T F He has very bad job skills.

T F He remembers instructions well.

T F His concentration is not very good.

T F He is excellent with details.

ROBERTO

T F He has an acceptable organization of his time.

T F He never completes his work on time.

T F He understands the "big picture".

T F He needs supervision by his boss.

T F He is accurate and precise at work.

CARLOS

T F He is happy with low standards.

T F He always gives his best to make a quality product.

T F He sometimes works quickly and makes bad products.

DELIA

T F She is interested and likes to learn.

T F She asks a lot of questions.

T F She listens to the trainers and does what they tell her.

T F She is stubborn and inflexible.

CASA SANCHEZ
MODULE 5
Unit 1

REVIEW 1

Match the definitions in COLUMN A with the words in COLUMN B.

COLUMN A	COLUMN B
1. Fantastic!_____	a. What's the matter ?
2. Recent events._____	b. willing to learn
3. Main driver._____	c. Great!
4. You say this when you hear something bad about someone._____	d. news
5. Abilities._____	e. Congratulations!
6. You say this when you hear good news about someone._____	f. head baker
7. What's the problem ?_____	g. skills
8. Wants to learn._____	h. I'm sorry to hear that.

Circle the best match for the following words.

1. Details

a. you paint this on your car
b. the small parts of a large plan
c. small red flowers

2. Unsatisfactory

a. very good
b. very satisfying
c. very bad

3. Outstanding

a. Not inside
b. Excellent
c. Not sitting down

4. Needs improvement

a. Requires medical attention
b. Requires more money
c. Not very good

5. Focus

a. concentrate
b. a vegetable
c. a dirty word

6. Accurate

a. medical attention
b. a religious person
c. precise, exact

7. the overview

a. extra work time
b. the big picture
c. a viewmaster

8. on time

a. inside the clock
b. with much time
c. punctual

CASA SANCHEZ
MODULE 5
Unit 1

REVIEW 2

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A	COLUMN B
1. to change _____	a. not good, not bad
2. company standards _____	b. wants to learn
3. average _____	c. work requirements
4. willing to learn _____	d. not flexible
5. stubborn _____	e. to transform
6. details _____	f. precise, exact
7. unsatisfactory _____	g. not very good
8. outstanding _____	h. concentrate
9. needs improvement _____	i. punctual
10. focus _____	j. the "big picture"
11. accurate _____	k. very bad
12. the overview _____	l. small parts of a large plan
13. on time _____	m. excellent

CASA SANCHEZ
MODULE 5
Unit 2

Profile Comprehension Quiz

YEVGENY

T F He has excellent English communication skills.

T F He cooperates and helps other workers.

T F He is always aware when his help is needed.

T F He always assists others when they need his help.

MAY LING

T F She always arrives early for work.

T F Her work attendance is very good.

T F She calls her manager when she is ill and cannot work.

T F She is dependable and always keeps her agreement to work.

HANS

T F He is not good with mechanical things.

T F He maintains the machines in good order.

T F He is not very clean.

T F He was studying to be a teacher in his country.

OSCAR

T F He is very punctual.

T F He is not very accurate in filling out his timecard.

T F He does not smoke.

T F He is very honest and respects company property.

CASA SANCHEZ
MODULE 5
Unit 2

REVIEW 3

Select the definition of the following words or expressions.

1. dependable

a. person who depends on you
b. person who is independent
c. person who is responsible

2. call in

a. to telephone someone
b. to pay a bill
c. to invite someone

3. get along with

a. to work with someone
b. to like someone
c. not to have friends

4. else

a. less
b. more
c. same

5. clean

a. opposite of writing
b. opposite of large
c. opposite of dirty

6. guy

a. a child
b. a man
c. a little boy

7. equipment

a. machinery used at work
b. a group of football players
c. horse racing

8. take care

a. to be careful
b. satisfy the needs of someone or something
c. to take things that are not yours

9. half

a. 1/4
b. 1/3
c. 1/2

10. to fire (someone)

a. to terminate employment
b. to cook something
c. to burn someone

CASA SANCHEZ
MODULE 5
Unit 2

REVIEW 4

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A	COLUMN B
1. an interpreter _____	a. to use badly
2. require _____	b. costs much money
3. waste _____	c. working in a group
4. expensive _____	d. absolutely necessary
5. teamwork _____	e. to see, to hear, to know
6. to demonstrate _____	f. to be present
7. to have awareness _____	g. person speaking more than one language
8. attendance	h. to show

Fill in the blanks with <u>the most appropriate</u> word:

partner	to leave	often	ill	to promise
dependable	ample notice	to keep agreements		single

1. John is very responsible; he is _____.
2. I'm going on vacation in two weeks so I have to give my boss _____.
3. My daughter is not married; she is _____.
4. Mary said she will work next Friday; she _____ it to the boss.
5. He does not do what he says he will do because he does not _____ his _____.
6. I see my family many times during the month; I see them _____.
7. At what time does the train _____ ?

CASA SANCHEZ

MODULE 5

ANSWER KEY

UNIT 1: DOING YOUR BEST

VOCABULARY REVIEW -- p. 7

1. B
2. G
3. F
4. E
5. H
6. A
7. I
8. C
9. D
10. J

UNIT 2: ACHIEVING BETTER QUALITY

TRUE OR FALSE -- p. 9

All answers are False.

VOCABULARY REVIEW -- p. 14

1. H
2. A
3. E
4. J
5. I
6. C
7. F
8. D
9. B
10. G

UNIT 3: STEREOTYPES AND PREJUDICE

MATCHING -- p. 19

1. B
2. E
3. A
4. F
5. C
6. D

MATCHING -- p. 21

1. F
2. H
3. E.
4. G
5. A
6. D
7. C
8. B

UNIT 4: POSSIBLE MISTAKES

TRUE OR FALSE --

p. 26	p. 27	p. 28	p. 30	p. 31	p. 32
1. F	1. T	1. F	1. F	1. F	1. F
2. F	2. F	2. T	2. F	2. F	2. F
3. F	3. F	3. F	3. F	3. F	3. T

UNIT 5: SAFETY ON THE JOB

PARTS OF THE BODY -- p. 34

1. head
2. chest
3. arm
4. hand
5. fingers
6. leg
7. foot/feet
8. toes
9. eye
10. shoulder
11. elbow
12. wrist
13. knee
14. ankle

MATCHING -- p. 35

1. hairnet
2. cap
3. uniform

TRUE OR FALSE -- p. 44

1. true
2. true
3. false
4. false
5. true

ADDENDA

PROFILE COMPREHENSION QUIZ -- p. 49

ANDRES	ROBERTO	CARLOS	DELIA
T	T	T	T
F	F	F	T
T	F	T	F
F	T		T
T	T		

MATCHING -- p. 50

1. C
2. D
3. F
4. H
5. G
6. E
7. A
8. B

MULTIPLE CHOICE -- p. 50

1. B
2. C
3. B
4. C
5. A
6. C
7. B
8. C

MATCHING -- p. 52

1. E
2. C
3. A
4. B
5. D
6. L
7. K
8. M
9. G
10. H
11. F
12. J
13. I

PROFILE COMPREHENSION QUIZ -- p. 53

YEVGENY	MAY LING	HANS	OSCAR
F	T	F	F
F	F	T	T
F	F	F	F
F	F	F	F

MULTIPLE CHOICE -- p. 54

1. C
2. A
3. B
4. B
5. C
6. B
7. A
8. A
9. C
10. A

MATCHING -- p. 56

1. G
2. D
3. A
4. B
5. C
6. H
7. E
8. F

BLANKS -- p. 57

1. dependable
2. ample notice
3. single
4. promised (to promise)
5. keep, agreements
6. often
7. leave

Casa Sanchez

Module 6

Program Review

BEST COPY AVAILABLE

Project EXCEL

Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

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the U.S. Department of Education
from March 1991 to September 1992**

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INTRODUCTION

PROJECT EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with CASA SANCHEZ, Inc.

PROJECT EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited-English-proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity, and advancing their careers.

CRDC

CRDC is a 25-year-old, non-profit, community-based literacy and employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minority members and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors, and office automation specialists.

CRDC focuses PROJECT EXCEL on LEP workers because they comprise the vast majority of the workforce at CASA SANCHEZ, Inc.. CRDC recognizes that nearly 90% of California's labor pool will come from the Hispanic and Asian communities, half of them immigrants. Our survey indicates that small businesses are the backbone of San Francisco's economy and that the local labor force is increasingly low-skilled and LEP. Concurrently, local industry demands a more literate and skilled labor force.

CASA SANCHEZ, INC.

CASA SANCHEZ, Inc., is a family-owned business and a manufacturer and wholesaler of Mexican food items. Started in 1974 by the current owner's grandfather, CASA SANCHEZ is well known for its authentic high quality products in the San Francisco Bay Area.

CASA SANCHEZ operates a taquería in the Mission District, in the heart of the City's Hispanic community. It distributes its products to restaurants, grocery stores, and supermarkets throughout the Bay Area.

As the company expands its distribution to retailers, it demands a more sophisticated and skilled labor force. Workplace literacy training at CASA SANCHEZ translates into enhancing the employees' ability to communicate effectively with managers and with receiving clerks at restaurants and stores. This includes oral communication, reading and writing skills, as well as knowledge of the American working culture.

Curriculum Designed for Casa Sánchez

The curriculum for CASA SANCHEZ, Inc., is designed by a team of experienced educators from CRDC. The team met with the management, supervisors, and workers to assess the needs at the workplace. The EXCEL team also conducted observation and participatory work to identify the specific job and communication skills needed on the job.

The staff at PROJECT EXCEL worked closely with management and workers at CASA SANCHEZ and received consistent feedback before the curriculum was finalized.

The goals and objectives of each module are explained in the front section of each.

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Pennie Lau, Counselor/Instructor

PERSONNEL

Robert C. Sánchez, President

Jackie Nasser, Sales Manager

TEACHING GUIDE

This module was designed because the workers felt that after over thirty weeks of having new material introduced they wanted to make sure they left the course with a firm grasp of the essentials.

In addition, during the time that this workplace literacy program was done some new workers began their studies with EXCEL. They felt that if they wanted to finish the program with more or less the same command of the material as the workers who had done the entire program, it would be advisable to turn the last module into both a review and catch-up module, depending on the length of the worker's association with EXCEL.

The module has basically three types of exercises, depending on their function. One type of exercise concentrates on the lexical by reviewing the main terminology that driver-deliverers should know in the food industry for Mexican products.

The second type of exercise reviews the grammar points most commonly used by the above-mentioned population.

The third type of exercise was designed to familiarize the worker with cultural aspects of the American work force that will affect his/her work directly on a regular basis.

If the instructor wishes to use this module for a different purpose than those for which it was designed, it is recommended to keep in mind the typology described above. These types of exercise are not neatly divided into sections but rather are all found interspersed throughout the module along with the other two types.

Should the instructor want to use this module as the only module to teach his/her students, it is strongly advised that additional exercises be created to contextualize the ones that are found in this course so as to link them better. In this way, lesson plans have better flow and continuity.

Role play proved to be especially successful when practicing exchanges between the driver-deliverer and customers (i.e., customer requests and complaints) and in dealing with customers' prejudices. Role play was also very effective when reporting illnesses and injuries, and requesting time to speak with management.

For vocabulary practice it is a good idea, first, to create brief stories that incorporate part of the vocabulary to be learned later. These stories could be followed by comprehension checks (in the form of TRUE or FALSE statements) which can, in turn, be used to discuss the concepts that the vocabulary illustrates. Finally, the practice that students have in writing a fictitious job evaluation could also be used for role playing a performance review between supervisors and workers.

OBJECTIVES OF MODULE 6

Module 6 was designed to help the students review the main points taught during the previous five modules. The overall objectives were to reinforce what had already been explained and to make sure that students who joined the program after its inception were not left out of the most important points of the program. By most important points we mean those that: 1) had the greatest immediate relevance and utility to the workers in their everyday duties (their "workplace English") and 2) that proved to be useful for them in everyday life ("general English").

This module will cover:

1. The most commonly used vocabulary related to driver-deliverers of Mexican food.
2. Adjectives of expressions used to describe conditions of products.
3. Ways to address customers' complaints and requests.
4. The process of calculating wholesale and retails prices, and the concept of mark-up.
5. Speculating about or giving reasons for events during the work day (the concepts of "if" and "because", i.e., conditionality and causality).
6. Question words and the syntactical patterns of questions in English.
7. Commonly used idiomatic expressions related to usage of time; cultural value of time efficiency in the United States.
8. Good worker traits in the service sector.
9. Reporting states of health and work-related accidents and injuries.
10. Requesting time to speak with management.
11. Vocabulary used in work performance evaluation forms and the American cultural values reflected in them.
12. Practice in writing work performance evaluation forms and the value system that goes behind them.
13. Dealing with prejudiced clients and the stereotypes they may have concerning the worker's racial or ethnic group.

ACKNOWLEDGEMENTS

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Basic English Skills Test. Developed by the Center for Applied Linguistics, from the Office of Refugee Resettlement, U.S. Department of Health and Human Services.

FROM MODULE 1

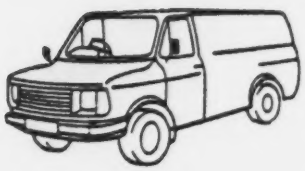
WRITING

Say and write the names of the following objects.

1.

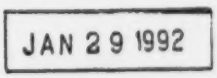
_____

2.



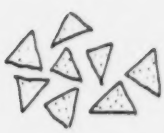
_____

3.



_____

4.

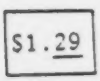


_____

5.

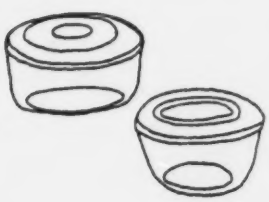
_____

6.



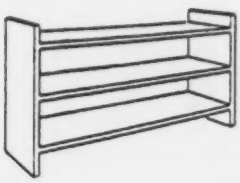
_____

7.



_____

8.



_____

9.

_____

10.

Match the descriptions on the left with the pictures on the right.
Write the corresponding number in the spaces provided.

What's the matter?

_____ a. The chips are stale.

_____ b. The chips are crushed.

_____ c. The bags are open.

_____ d. The price is wrong.

_____ e. The shelf is empty.

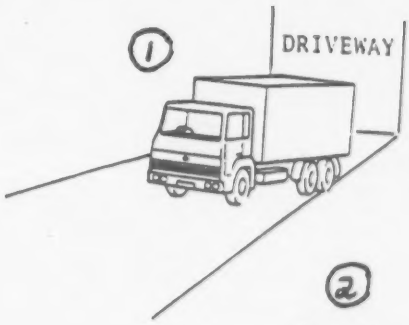
_____ f. The containers are not sealed well.

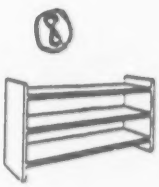
_____ g. The covers are not tight.

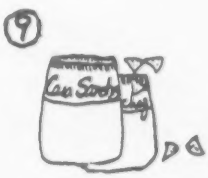
_____ h. The salsa is not fresh.

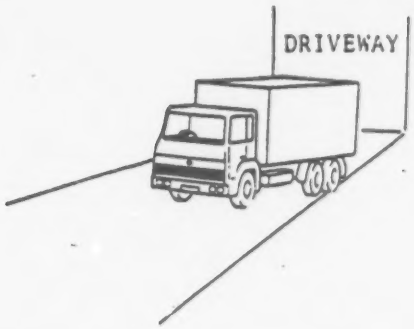
_____ i. The date has expired.

_____ j. Your truck is blocking the driveway.









READING

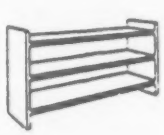
Match the customer complaints with appropriate responses:

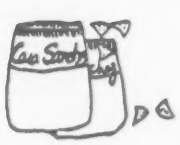
Customer complaints:

_____ 1. The chips are stale.
_____ 2. The bags are open.
_____ 3. The chips are crushed.
_____ 4. Your truck is blocking the driveway.
_____ 5. The price is wrong.
_____ 6. Your shelf is empty.
_____ 7. The containers are not sealed well.
_____ 8. The salsa is not fresh.
_____ 9. The covers are not tight.
_____ 10. The date has expired.

Appropriate responses:

a. I'm sorry, I'll move it right now. It won't happen again.
b. No problem. I'll redo them.
c. O.K. I'll take care of it.
d. No problem. I'll take them back.
e. Alright. I'll look into it.

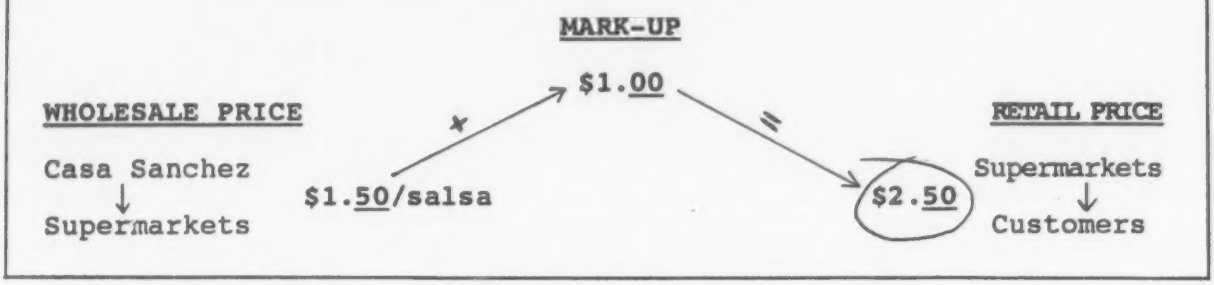




4

COMPUTING

Wholesale price, retail price and mark-up:



Fill in the missing numbers.

1. A Bag of Chips

Wholesale	$1.00
Mark-up +	☐
Retail	$1.49

2. Mild Salsa

Wholesale	$ ☐
Mark-up +	1.59
Retail	$2.49

3. A Bag of Tortillas

Wholesale	$0.49
Mark-up +	.40
Retail	$ ☐

READING

Read and circle the most appropriate response.

1. **Request: Luis, could you keep the door open?**
   Your response should be:

   a) I don't know. Let me ask my manager.
   b) Ummm...I'll see what I can do.
   c) Sure.

2. Request: **This salsa is bad. Could you credit it?**
   Your response should be:

   a) Sorry. I'm afraid I can't.
   b) No problem. I'll take it back and credit it.
   c) I'm not sure. Let me check with my manager.

3. Request: **Jesús, could you come earlier?**
   Your response should be:

   a) Uhhh... I'll need to talk to my manager.
   b) Alright. How much earlier?
   c) Sorry. I'm afraid I can't. I need to sleep.

4. Request: **Could we raise the price of the salsa?**
   Your response should be:

   a) No, you can't.
   b) Sure. No problem.
   c) I don't know. You'll need to talk to my manager.

5. Request: **Salomon, could you come on Sunday?**
   Your response should be:

   a. Sorry. I'm afraid I can't. I don't work on Sundays.
   b. OK. I'll try.
   c. I'm not sure. Let me check with my manager.

FROM MODULE 2

SPEAKING

Look at the examples and then complete the exercises.

"IF"

If the truck doesn't start, I check the gas.
I call Bob.
I ask Salomon to help me.

If + a condition, (a problem) + then what you do. (a solution)

Practice combining the two sentences--a problem and a solution into one sentence.

EXAMPLE: There is no place to park.
I come back to the store later.

-- If there is no place to park, I come back to the store later.

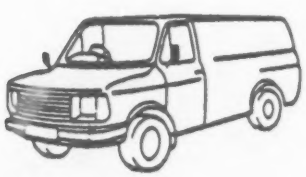
1. Supermarket managers don't understand me.
   I ask somebody to translate for me.

2. The tortillas are not ready today.
   I deliver the tortillas tomorrow.

3. The salsa is not sealed well.
   I take it back and credit the store.

4. The traffic is bad on the freeway.
   I get off the freeway.

5. It is difficult to find parking.
   I go to work early.



Look at the examples and then do the matching exercise.

"BECAUSE"

The tortillas are not ready + **because** the order was late.
The truck doesn't start + **because** there's no gas.

A problem + because + a reason.

Combine the problems with good reasons.
EXAMPLE: The chips don't sell well **because** they are on the bottom shelf.

BECAUSE

PROBLEMS	REASONS
1. The chips don't sell well.	a. I was late this morning.
2. The truck doesn't start.	b. They are by the heater.
3. I have no time to go to every store.	c. I don't speak much English.
4. A receiving clerk doesn't understand me.	d. The battery is dead.
5. The tortillas are bad.	e. They're on the bottom shelf.

WRITING

Write down each sentence you combined.

1. The chips don't sell well because they are on the bottom shelf.
2. _____
3. _____
4. _____
5. _____

FROM MODULE 3

LISTENING

Listen to the following sentences and write the word that you hear.

1. _____ is your name ?
2. _____ do you live ?
3. _____ do you begin work ?
4. _____ do you work for ?
5. _____ is your telephone ?
6. _____ were you born ?
7. _____ does class begin ?
8. _____ are you ?
9. _____ do you do ?
10. _____ does class begin ?
11. _____ do you work ?

SPEAKING

Complete the questions. Then find three students to ask the questions to.

WHERE	WHEN	WHO	HOW	WHICH	WHAT	WHY

1. ... name ?
2. ... live ?
3. ... telephone ?
4. ... from ?
5. ... do ?
6. ... work ?
7. ... work for ?
8. ... begin work ?
9. ... class begin ?
10. ... class end ?
11. ... teacher ?

WRITING

Practice writing questions. Unscramble the words and write them in the correct order.

1. live where you do

_____

2. first what your is name

_____

3. address your is what

_____

4. is status marital your what

_____

5. English why do learn you to want

_____

6. manager who is your

_____

7. you at taqueria which work do

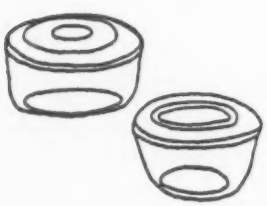
_____

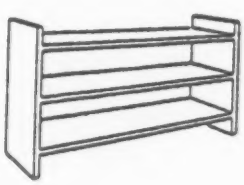
8. you your do how spell name

_____

9. lived have Francisco how in long San you

_____





READING

VOCABULARY:	waste time	kill time
	save time	lose time

Circle the phrase that tells what each person is doing with time.

1. Jian, who lives in Oakland, drives to his work in San Francisco. He is on the Bay Bridge and it is rush hour so he is stuck in traffic. He is

   a. wasting time b. losing time

   c. saving time d. killing time

2. Carlos has to deliver tortillas to six stores. Three stores are in Daly City. He will deliver to those three stores one after another. He is

   a. wasting time b. losing time

   c. saving time d. killing time

3. May Ling is waiting in line at the check out stand in the supermarket. She decides to read a magazine. She is

   a. wasting time b. losing time

   c. saving time d. killing time

4. Maria Elena has to get to the post office before it closes but she sees her boyfriend at the vegetable stand. She goes over to talk to him . She is

   a. wasting time b. losing time

   c. saving time d. killing time

Bonus Question for football lovers:

The Fourty-Niners are ahead by only one point. There are 13 seconds left on the clock. Joe Montana has the ball. He should

_____ _____.

READING/WRITING

Choose the most appropriate trait from the worker traits list. Write the number and the trait that you selected.

1. Independent
2. Honest
3. efficient
4. Attention to detail
5. Courteous
6. Good listener
7. Organized

OCCUPATION

a. CASHIER

People who work with money should be (__2__) _honest_.

b. BANK TELLER

People who have a lot of paperwork should be (_____) _____.

c. WAITER/WAITRESS

People who want a good tip should be (_____) _____.

d. DISHWASHER

People who work alone should be (_____) _____.

e. AUTO MECHANIC

A person who solves other people's problems should be a (_____) _____.

f. TRUCK DRIVER

People who drive should be (_____) _____.

g. RECEIVING CLERK

People who work with numbers should (_____) _____.

FROM MODULE 4

VOCABULARY:

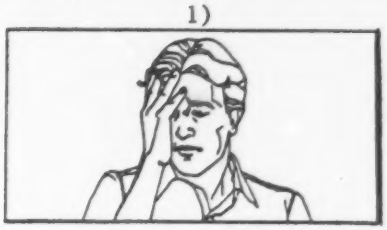
headache	body	rash
stomachache	fever	cut
toothache	cold	sore throat
backache	hurt	sprain
earache	sick	rest
feel	bruise	burn

SPEAKING/WRITING

Answer the following questions about the pictures below. Then, write in the missing word.

What's the matter?

1)



Carlos'_____ hurts.

Carlos has a _____.

What's wrong?

2)

Sara's _____hurts.

Sara has a _____.

3)

Leslie's _____ hurts.

Leslie has an _____.

4)

José's _____ hurt.

José has a _____.

5)

Miriam's _____ hurts.

She has a _____.

6)

Tomas' _____ hurt.

He has _____.

7)

Debbie has a _____.

She has a _____.

8)

Rick has a _____.

He has a _____.

9)

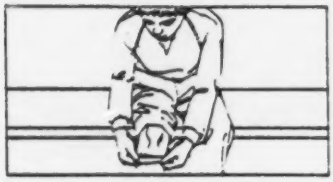
I burned my _____.

I burned _____.

10)

You have a _____.

You scratched _____.



Helen has a bruised _____. Antonio has a _____.

Helen bruised _____. Antonio cut _____.

WRITING

Substitute the names by writing one of the following:

his	her	its	their

1. Felix's head hurts.
   _____ head hurts.

2. Luis' arm hurts.
   _____ arm hurts.

3. Roberto's feet hurt.
   _____ feet hurt.

4. Laura's ear hurts.
   _____ ear hurts.

5. The cat's stomach hurts.
   _____ stomach hurts.

6. Gregorio's and Mary's throats hurt.
   _____ throats hurt.

7. Yolanda's tooth hurts.
   _____ tooth hurts.

8. Melinda's and Ken's stomachs hurt.
   _____ stomachs hurt.

9. Marta's and Carlos' backs hurt.
   _____ backs hurt.

10. The dog's leg hurts.
    _____ leg hurts.

SPEAKING

Read both columns. Then, create four dialogues with one question and one answer in each.

Any question from Column A can take a response from Column B.

COLUMN A	COLUMN B
1. Is this a good time to talk ?	A. I'm in the middle of something.
2. Are you free now ?	B. I was about to leave. Can you come back later?
3. Is it possible to talk to you for a second ?	C. I'm busy right now. Can you come back ?
4. Do you have a minute to talk ?	D. I'm tied up now. Could you try back in a few minutes ?

FROM MODULE 5

READING

Match the definitions in COLUMN A with the words in COLUMN B.

COLUMN A	COLUMN B
1. Fantastic!_____	a. What's the matter ?
2. Recent events._____	b. willing to learn
3. Main driver._____	c. Great!
4. You say this when you hear something bad about someone._____	d. news
5. Abilities._____	e. Congratulations!
6. You say this when you hear good news about someone._____	f. head driver
7. What's the problem ?_____	g. skills
8. Wants to learn._____	h. I'm sorry to hear that.

Circle the best match for the following words.

1. Details

a. you paint this on your car
b. the small parts of a large plan
c. small red flowers

2. Unsatisfactory

a. very good
b. very satisfying
c. very bad

3. Outstanding

a. Not inside
b. Excellent
c. Not sitting down

4. Needs improvement

a. Requires medical attention
b. Requires more money
c. Not very good

5. Focus

a. concentrate
b. a vegetable
c. a dirty word

6. Accurate

a. medical attention
b. a religious person
c. precise, exact

7. the overview

a. extra work time
b. the big picture
c. a viewmaster

READING

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A	COLUMN B
1. to change _____	a. not good, not bad
2. company standards _____	b. wants to learn
3. average _____	c. work requirements
4. willing to learn _____	d. not flexible
5. stubborn _____	e. to transform
6. details _____	f. precise, exact
7. unsatisfactory _____	g. not very good
8. outstanding _____	h. concentrate
9. needs improvement _____	i. punctual
10. focus _____	j. the "big picture"
11. accurate _____	k. very bad
12. the overview _____	l. small parts of a large plan
13. on time _____	m. excellent

READING

Select the definition of the following words or expressions.

1. dependable

a. person who depends on you
b. person who is independent
c. person who is responsible

2. call in

a. to telephone someone
b. to pay a bill
c. to invite someone

3. get along with

a. to work with someone
b. to like someone
c. not to have friends

4. else

a. less
b. more
c. same

5. clean

a. opposite of writing
b. opposite of large
c. opposite of dirty

6. guy

a. a child
b. a man
c. a little boy

7. equipment

a. machinery used at work
b. a group of football players
c. horse racing

8. take care

a. to be careful
b. satisfy the needs of someone
c. to take things

9. half

a. 1/4
b. 1/3
c. 1/2

10. to fire (someone)

a. to terminate employment
b. to cook something
c. to burn someone

WRITING

Fill in the blanks with <u>the most appropriate</u> word:

VOCABULARY:
partner to leave often ill to promise
dependable ample notice to keep agreements single

1. John is very responsible; he is _____.
2. I'm going on vacation in two weeks so I have to give my boss _____.
3. My daughter is not married; she is _____.
4. Mary said she will work next Friday; she _____ it to the boss.
5. He does not do what he says he will do because he does not _____ his _____.
6. I see my family many times during the month; I see them _____.
7. At what time does the train _____ ?

READING

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A		COLUMN B
1. an interpreter	_____	a. to use badly
2. require	_____	b. costs much money
3. waste	_____	c. working in a group
4. expensive	_____	d. absolutely necessary
5. teamwork	_____	e. to see, to hear, to know
6. to demonstrate	_____	f. to be present
7. to have awareness	_____	g. person speaking more than one language
8. attendance		h. to show

READING

Match the words in **COLUMN A** with their definitions in **COLUMN B.**

COLUMN A		COLUMN B
1. teamwork	_____	a. on time
2. punctual	_____	b. to make better
3. notice	_____	c. breakfast, lunch and dinner
4. ill	_____	d. how you do your work
5. agreement	_____	e. notification
6. meals	_____	f. procedures
7. guidelines	_____	g. a very good point
8. performance	_____	h. working as a group
9. improvement	_____	i. a promise
10. a strength	_____	j. sick

PERFORMANCE PROFILE OF TEN WORKERS:

1. MARK: comes to work at least ten minutes late every day. Comes back from break five minutes late and takes an extra ten minutes at lunch. Is the first one to leave every night. Refuses to work overtime.

2. BOB: comes to work tired from drinking too much alcohol. Sometime he drinks during lunch and becomes very loud, bothering the other employees. His drinking is getting worse.

3. CAROLINE: does not follow directions well. Supervisor has to repeat the same thing many times. Still does not understand. Poor work quality.

4. MARIO: complains all the time. Hates his job. Wants to be a rock and roll star. Always depresed and negative. Having a bad effect on co-workers.

5. LAURA: always talking about other people and spreading rumors. Talks more than she works. Creates trouble among the employees. Has trouble concentrating on her work.

6. CHRISTINE: a great worker but steals from the company. Takes products home in her purse, makes long-distance calls on the company phone, and takes office supplies home from the stock room.

7. KIMBERLY: is often absent because of being sick. Says she has serious health problems. Some people have reported seeing Kim at the stores on days she calls in sick.

8. PATRICK: did not tell the truth in his job application and interview about his age and work experience. Now, does not understand his work. His "references" do not know of him.

9. RON: works very hard--maybe too hard. Always asking questions and wanting comments about the work he is doing. This is bothering his supervisor. Difficult to work with because he is so nervous and worried.

10. SUSAN: does not do her part of the work. Is very popular, so other workers don't see that she is not working. Other workers have to do her part of the work if they want to finish he job.

WRITING

Choose a partner and suppose you two are the manager and supervisor at your food store. Your employees are the previous workers. Choose one worker and write up his or her work evaluation.

INSTRUCTIONS

In Part 1: write what are the good points of this worker.

In Part 2: write which are his/her problem areas.

In Part 3: give some possible solutions to his/her job problems.

In Part 4: write any other comments or suggestions you have for this worker.

PERFORMANCE EVALUATION

OVERALL PERFORMANCE:

1. Areas of strength and skills:

2. Areas needing improvement:

3. Suggestions for improvement:

4. Evaluator's comments:

_____ _____

EVALUATOR **JOB TITLE**

READING

Match the terms in COLUMN A with their definitions in COLUMN B.

COLUMN A	**COLUMN B**
1. majority _____	a. your cultural group
2. mainstream culture _____	b. your country of citizenship
3. prejudice _____	c. your racial group
4. minority _____	d. a generalization about a group
5. ethnicity _____	e. a bad opinion made <u>before</u> you know the other person
6. stereotype _____	f. a group of more than 50%
7. race _____	g. a group of less than 50%
8. nationality _____	h. the dominant culture in a country

SPEAKING/WRITING

Choose a partner and interview him/her using the following questions.

Your partner's name: _____

1. What is your **ethnic origin** ? What is your **ethnicity** ?

_____

2. What is your **nationality** ?

_____

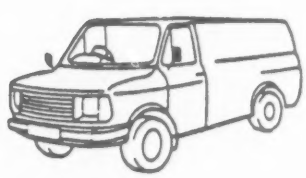
3. Have you been the victim of racial or ethnic **prejudice** ?

4. What **stereotypes** do some people have of your nationality ?

5. Are you part of the ethnic **majority** in the U.S. ?

6. If you need to be more **mainstream** American, what do you have to do ?

7. When and where is it necessary for you to be more mainstream ? With whom ?



CASA SANCHEZ

Module 6

LISTENING SCRIPT AND ANSWER KEY

FROM MODULE 1

WRITING -- p. 1

1. salsa
2. truck
3. date
4. chips
5. bag
6. price
7. containers
8. shelves (s., shelf)
9. tortillas
10. label

READING -- p. 2

a. 6
b. 7
c. 9
d. 2
e. 8
f. 4
g. 4
h. 3
i. 5
j. 1

READING -- p. 3

1. d
2. d
3. d
4. a
5. e
6. c
7. d
8. c
9. b
10. d

COMPUTING -- p. 4

1. 0.49
2. 0.90
3. 0.89

READING -- p. 5

1. c
2. b
3. b
4. c
5. a

FROM MODULE 2

SPEAKING -- p. 7

1. e.
2. d
3. a
4. c
5. b

FROM MODULE 3

LISTENING -- p. 8

1. What ...
2. Where ...
3. When ...
4. Who ...
5. What ...
6. Where ...
7. When ...
8. Who ...
9. What ...
10. When ...
11. Where ...

WRITING -- p. 9

1. Where do you live ?
2. What is your first name ?
3. What is your address ?
4. What is your marital status ?
5. Why do you want to learn English ?
6. Who is your manager ?
7. Which taqueria do you work at ?
8. How do you spell your name ?
9. How long have you lived in San Francisco ?

READING -- p. 10

1. b
2. c
3. d
4. a

Bonus question: kill time

READING/WRITING -- p. 11

a. 2/honest

b. 7/organized

c. 5/courteous

d. 1/independent

e. 6/good listener

f. 3/efficient

g. 4/pay attention to detail

FROM MODULE 4

SPEAKING/WRITING -- p. 12-14

1. head/headache
2. stomach/stomachache
3. ear/earache
4. muscles/muscle ache
5. throat/sore throat
6. feet/sore feet
7. fever/cold
8. flu/stuffy nose
9. finger/myself
10. scratch/myself
11. knee/herself
12. cut/himself

WRITING -- p. 14

1. his
2. his
3. his
4. her
5. its
6. their
7. her
8. their
9. their
10. its

FROM MODULE 5

READING -- p. 16

1. c
2. d
3. f
4. h
5. g
6. e
7. a
8. b

MULTIPLE CHOICE -- p. 16

1. b
2. c
3. b
4. c.
5. a
6. c
7. b

READING -- p. 17

1. e
2. c
3. a
4. b
5. d
6. l
7. g
8. m
9. g
10. h
11. f
12. j
13. i

READING -- p. 18

1. c	6. b
2. a	7. a
3. b	8. a
4. b	9. c
5. c	10. a

WRITING -- p. 19

1. responsible
2. ample notice
3. single
4. promised
5. keep, agreements
6. often
7. leave

READING -- p. 20

1. g
2. d
3. a
4. b
5. c
6. h
7. e
8. f

READING -- p. 21

1. h
2. a
3. e
4. j
5. a
6. c
7. f
8. d
9. b
10. g

READING -- p. 24

1. f
2. h
3. e
4. g
5. a
6. d
7. c
8. b